

THE BUSINESS EDUCATION WORLD

FOR THE FRIENDSHIP OF ENGLISH SPEAKING PEOPLES



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CONTENTS

Education in a Democracy	John A. Sexson	363
Artistic Typewriting	Editor, Margaret M. McGinn	368
The Story of Shorthand, Chapter XIV (Continued)	John Robert Gregg	369
Business Standards for Typing (No. 4 of a series)	Charles G. Reigner	373
Comments on Mr. Reigner's Paper	William R. Foster	377
A Business Conference Project	John N. Given	379
Office Practice at Roxbury (Continued)	Elizabeth A. Nash	382
A Course in Merchandising	Carlton J. Siegler	384
January Letter Problem and November Prize Letters	L. E. Frailey	389
Criticism, Suggestion, and Advice	Editor, Charles E. Bellatty	395
An Adult Education Project	Jacob Simonson	399
Monuments to Business—No. 5, Bush House	Philip Kime	402
The Gregg Writer's Junior Order of Gregg Artists	Florence Elaine Ulrich	407
Fifty Years Ago and Today (Concluded)	Paul A. Moreland	409
The Handy Handicapped	Walter M. Porosky	413
Idea Exchange	Editor, Harriet P. Bunker	419
Building Transcription Speed from 15 to 45	B. H. Hewitt	422
Typing Mastery Drills, No. 3	Harold J. Jones	424
Shorthand Theory Examination, Chapters I-VI	Pauline Shelley Talmage	425
Supplies and Equipment News	Editor, Archibald Alan Bowle	427
Professional Reading	Jessie Graham	429
Key to January Gregg Writer Shorthand Plates		435

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THE BUSINESS EDUCATION WORLD



FAIRCHILD AERIAL SURVEYS, INC., N.Y.C.

Vol. XVI

JANUARY, 1936

No. 5

EDUCATION IN A DEMOCRACY¹

• JOHN A. SEXSON
Superintendent of Schools
Pasadena, California

Education in a democracy must show society and also the individual how to fulfill their mutual obligations

DEMOCRACY is essentially a cooperative enterprise. As one examines the history of our own nation, one is impressed with the simplicity of the situations that confronted the founders of our government, but one is equally astonished at the complexity of the problems these simple situations produced. As an example: it may seem comparatively simple for a group of dissatisfied pilgrims to have chartered a boat and left for ports unknown, when conditions were intolerable and hope of relief unlikely. In fact, it seems

obvious that under such circumstances the clearly indicated action would be colonization in new and readily available areas. However, the problem which confronted the members of that group when they assembled to draw up what has since been called the "Mayflower Compact" was far from a simple one. In the drawing of that agreement, the signers faced age-old complications and the necessity of formulating for themselves new and untried procedures in government, if they hoped to escape conditions far worse than those from which they had come.

It is not necessary to analyze the elements in these two well-known historical events to bring out the problem I desire to emphasize;

¹ Abstract of an address delivered before the county, city, and district superintendents of schools of the State of California at the 1935 Annual Conference, Coronado, October 7-9.

namely, the extreme difficulty of perfecting the workable procedures essential to the objective consummation of even the most elemental of our democratic concepts. We have envisioned a far better society than we have been able to produce. Our difficulty seems to be, not in the field of ideals, but in the field of institutions, behaviors, attitudes, and reactions.

As the late Dr. Suzzallo said:

Democracy, a way rather than an end. It must be remembered at the outset that a democracy focuses its attention on a way of going, rather than on a fixed destination, and that it knows better the manner of life which it wishes to lead in its social journeys than it does the end of its journey. Democracy is a system of aspirations, of reigning values, of essential procedures. These must be incorporated in human carriers of good citizens if they are finally to become part and parcel of the social organization process which we call American civilization. And it is through the educative process of the school and other institutions that we shall transform raw humans into civilized men and women.²

In no area is this concept more applicable than in that pertaining to schools—education. Without much dissent, and with striking agreement, the founders of our nation voiced their faith in free, universal education as the essential element in a democratic society. Yet these same founders failed to make any provision for education in the Federal Constitution; and, for nearly a century after the founding of the nation, little practical progress was made in establishing even the schools necessary for educational opportunities at the most rudimentary levels.

New Understanding of Educational Needs

For a little less than a century, and with increasing tempo for the period from 1890 to 1929, progress in popularizing free, universal education went forward. Indeed, some thought in the 1920's that we were "over the top"—that free, universal educational opportunities from the kindergarten through the university were well toward accomplishment. But we now face unexpected dilemmas. First of all, education that begins at the kindergarten is now recognized as starting four or five years

² Department of Superintendence, National Education Association, *Official Report*, Washington, D. C., February 20-25, 1932, p. 115.

too late; and, secondly, we are more than aware that financial support for our system of public education, even at the present level, is threatening to break.

Education Judged by Social Results

This is true despite the obvious fact that the value of school administration and recognition of the influence and responsibility of the school administrator have grown steadily for more than three-quarters of a century.

The point that many persons seem to miss is that education in the United States has become inextricably intertwined with the economic, political, social, moral, and aesthetic life and welfare of the American people. Its values must be reflected, therefore, in the effect it produces within these fields. If education, costing (as it does) a considerable portion of the social income, comes to have little or no social implication, it is inevitable that it should come to be regarded as parasitic, feeding off the body politic but contributing in no adequate way to social well-being.

Again, quoting Dr. Suzzallo:

We must make the school's main business that of developing an effective social person rather than a successful individual. The fruits of education must be more largely public than private. We can justify taxing all for the education of all only when the results are more social than personal. This is not a new conception in theory, but its full and effective acceptance in practice will be new, and its consequences far-reaching. It will change radically the traditionally individualistic and academic bent of all schools below the senior college and the professional schools—that is, of common, liberal schooling.³

Wherein, then, lies security and stability for our public schools? Surely, in the constructive relationships between the school and *the learner*. Such truisms as "the schools exist for the children" are meaningless if they imply only that the children are the sole consumers of such educational offerings as we are prepared to make. They become meaningful only as we demonstrate that our schools meet child needs in such a society as ours.

All of us recognize the fundamental character of the issues relating to curriculum.

³ *Ibid.*, p. 115.

There can be no question that we must shift the emphasis from "universal education opportunity" or from "more education" to an honest endeavor to offer a type of education that contributes significantly to the achievement of desirable goals for both the individual and the society. Just as the curriculum



JOHN A. SEXSON

is fundamentally important, so also is the institutional expression of the agency of education—the school. At this point, the local problems of personnel, buildings, equipment, support, and those other problems of country, state, and national participation, organization, and support, clamor for continuous modification and readjustment. Modification and readjustment must go on in a crowded social arena wherein momentous struggles and contests are in continuous progress. The right to, and the responsibility for, the outcomes of these educational issues rest with the people. In the report of President Hoover's Committee on Social Trends, we find this statement:

Modern life is everywhere complicated, but especially in the United States, where immigration from many lands, rapid mobility within the country itself, lack of established classes or castes to act as a brake on social changes, the tendency to seize upon new types of machines, rich natural resources, and vast

driving power, have hurried us dizzily away from the days of the frontier into a whirl of modernisms which almost passes belief.

Along with this amazing mobility and complexity, there has run a marked indifference to the interrelation among the parts of our huge social systems. Powerful individuals and groups have gone their own way without realizing the meaning of the old phrase, "No man liveth unto himself."

The old American community, with its solidarity, its community of interests, institutions, customs, and neighborliness, has been supplanted by a society of complex social groupings, occupying neighborhoods, but presenting, in fact, a conglomeration of occupational, social, religious, racial, national, political, economic, professional, and vested-interest groups.

Required Factors in Social Planning

It is in such a situation that democracy must operate. The right to rule resides in the people; the people must think for themselves, solve their problems, build and operate their institutions, and set up their effective controls toward desired goals. If they fail, they cannot rule. Some advantage is gained, as Professor J. Stanley Gray points out, by setting up a representative democracy and leaving our problems to those elected for this purpose; but, even then, only those who elect can judge the efficiency of those who govern. The duties of citizenship are onerous and unremitting. They involve the ability, the willingness, and the obligation to *think*, or, as it is more often stated, to *solve problems*.

Social planning is admittedly difficult, and progress therein necessarily slow and halting. Two major factors are involved if we are to make progress. The first has to do with the *learner*—we must have increased information as to his nature, his needs, and his potentialities; the second has to do with increasing understanding of the *learning process*—what it is, how it takes place, when it has been effected.

In the terms of a modern philosophy of education, we may say that education is "a process of growth through the reconstruction of experience toward the best possible out-

comes for the individual and for the society of which he is a part." Going further, we may say that desirable outcomes for the individual are evidenced by: (1) an enriched sense of values, appreciations, attitudes, responses, and behaviors; (2) a scientific outlook and a scientific method as he pursues both his vocation and his avocation; (3) a growing sense of social consciousness of responsibility in such matters as honesty, morality, etc., affecting the personality and the happiness of others.

Desirable outcomes for society are evidenced by: (1) a civilization in which there are increasingly those values which enrich the lives of the members of the society—as Dr. Kilpatrick so convincingly repeats, "the rapid and continued improvement of the culture that nourishes us"; (2) a world in which wealth, beauty, and the imperishable values are conserved, improved, and made increasingly available for the use and enjoyment of all mankind; (3) a developing world society and world economy wherein personality may expand to its full potentiality.

The administrator must examine his school in the light of the needs of his learner. No matter how much he may value education "as it has been going on," he cannot approach the problem of the modern school and be oblivious of the learner and the just demands of the learner that his problems, his needs, his goals, be given rational consideration. This precludes, not necessarily all the curriculum, organization, and method of the present, but only their proper place in a workable plan for today, modified where modification is indicated in the light of new needs, individual and social, and applied in such a way as will enable the school to make a recognized contribution to our culture.

Our Practice Is Far Behind Our Theory

We must begin with learning process. What happens when we learn? Three schools of psychologists attempt the answer: Thorndike, with his association bonds; Watson, with his behaviorism; and Wortheimer, with his Gestalt or pattern.

While these schools may differ, they give a common recognition to the learner. Under

no one of these schools may we set a child down in a classroom autocratically controlled, teacher-dominated, and dedicated to a fixed, static curriculum, and, in such a situation, develop a citizen conditioned to a democratic society. Our practice is decades behind our theory. We are all conscious that much of present practice is unsound from every philosophical and psychological approach. There can be no question that, as Margaret Bennett observes:

Motivation of some sort involving definite purposes, plans, and ideals of the goal to be achieved is highly important for the learning process. Without this motivation, one is not likely to be in a state of readiness to give attention and put forth effort. This sort of effort needed for effective learning is not a blind straining for results, but a focusing of attention and directing of energy which will result in vivid and intense impressions during the learning activity. . . .

Experiments have also suggested that satisfaction in the form of enjoyment of the learning activity itself, and of a sense of success in making progress toward or reaching predetermined goals, greatly facilitates learning. . . .

A third condition for effective skill-learning is that of practicing persistently until the desired results have been achieved.*

A Divided Culture Produces Divided Personalities

These principles cannot be ignored in any learning situation if learning is to result. But a few visits to classrooms in most school systems will convince the visitor that they are consistently ignored, from the superintendent's office to the kindergarten, and on through the home to infancy itself. Throughout our total society, we consciously and unconsciously contribute to our bewilderment and to the detriment of our culture. We set agency against agency, influence against influence, and, by a divided culture, produce increasingly divided personalities.

Environment influences learning. Of this truism, there can be no doubt. As Dr. Kilpatrick says, it is the total culture that educates. How many administrators are conscious of the total environment of the learner, or even of what part the school itself, as now conducted, plays in that total environment, much less how much of the total learning

* Margaret E. Bennett, COLLEGE AND LIFE, p. 93.

of the individual is shaped by his school and how much by other physical, psychological, and social factors? The school, as now conceived, is far from being an all-inclusive institution.

In the center of the stage (however one conceives the school), sits the child, the learner; by his side stands his teacher. In the relationships established between these two main characters, the play must proceed. What are the possibilities for teaching? In theory, these possibilities are limitless. It is only as we contemplate our glaring failures that we realize how far we must go in improving our teaching if we are to retain even our present status. Such a situation is a challenge to teaching—to learning the "way of truth and of life."

A New Concept of Responsibility

There is a growing realization that society itself has a heavy responsibility for the individual and for the outcomes for individuals. For years, we proceeded under the concept that a man is master of his soul—that individuals, by the exercise of their own free will, controlled their destinies. We girded man for the conquest of the moral, social, and spiritual as we girded him for the physical, and placed upon his shoulders full responsibility for the results. We placed supreme faith in education, we charged it with responsibility for all that came into human experience, and yet we confined its attention to a narrow catalogue of academic facts and a narrow range of scholastic skills that demanded a realistic attitude toward our problem, or a progressive discrediting of our endeavors.

To proclaim blandly that education is a cure-all, and to make no effort to apply it to our ills, is quite as indefensible as to project it into situations and utilize it for purposes for which it is clearly no antidote. The ultra-conservative may be quite as dangerous as the blatant progressive. An intelligent approach to teaching, with respect to

goals, purposes, and outcomes, is a *sine qua non* of a functioning system of public schools.

I do not purpose to discuss the minutiae of educational method or of school administration. I seek only to focus the attention of administrators on some basic problems in education.

To this end, certain procedures are definitely indicated. First, is the broadening of the educational process—or learning technique—with respect to an increasing number of problems. If we are moving toward a "problem-solving" kind of education, then we must extend our learnings into increasingly significant situations.

Second, efficiency in school administration will, in the decade ahead, reside far more in the breadth of understanding of its administrators with respect to the more significant problems of our society. Administration will necessarily turn its attention more to social policy and less to the minutiae of operative routine. Only in this way may our schools occupy a strategic position in our society, either with respect to financial support or significant service.

The sooner we begin to operate with respect to these more significant problems and get away from the mechanical details of routine, the sooner will the public, and more especially the parents of our students, value and respect our leadership.

Numerous plans for broadening the educational program have been formulated. Indeed, our major accomplishments seem to consist in formulating high-sounding programs of such general pronouncements that we escape conviction on charges of criminal negligence or professional malpractice, even though we may do nothing practical toward the accomplishment of these programs.

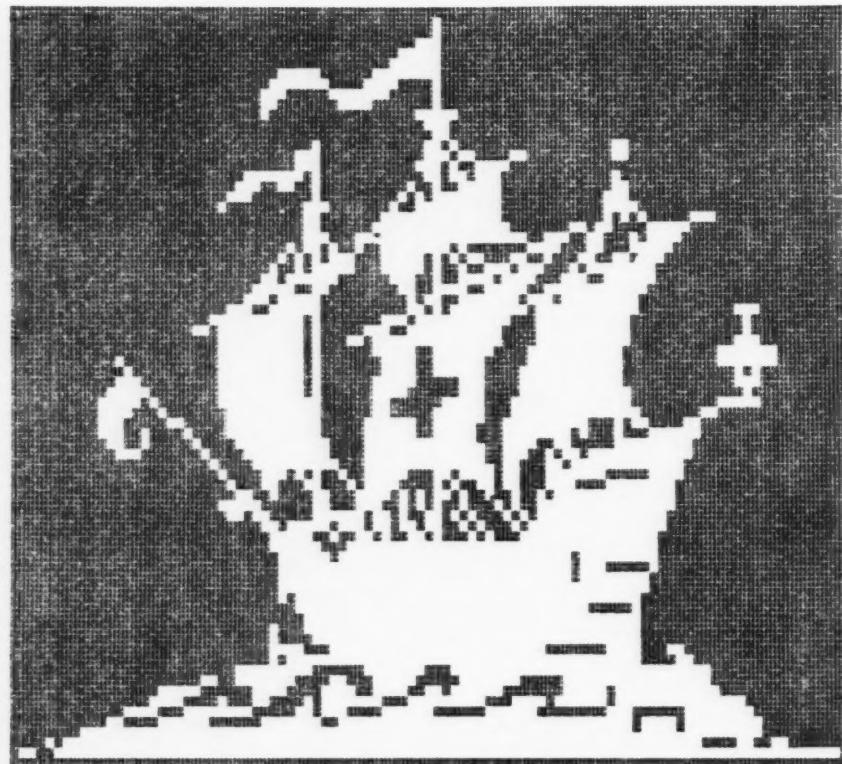
I shall not presume to add to the voluminous literature in this field. One of the most practical programs that has come to my attention is that set forth by Dr. Walter G. Beach and Dr. Edward E. Walker, of Stanford University, in their book, "American Social Programs."

Selections from the poetry of business will appear in forthcoming issues
of the B. E. W. Send us your favorites.

S E Y S A Y S

F O R

T H E



M E C H A N I C A L Y P E

Albertine Bradley



A new year is beginning for every one of you. The ship of the future is waiting, with billowing sails, for you to embark and begin your voyage. New discoveries in the field of artistic typewriting await you. May you meet them with confident hearts and a determination to succeed.

The editor of this department wishes each of you the happiest of New Years, and predicts that 1936 will disclose many interesting discoveries for those typists who are artistically inclined.

—Margaret M. McGinn.

THE STORY OF SHORTHAND

• By JOHN ROBERT GREGG, S.C.D.

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Chapter XIV

SHORTHAND AND RELIGIOUS FREEDOM

(Continued)

5.

The impressions of youth are imperishable. Burned into the brain of Roger Williams were the principles of freedom and of human rights which he had heard so eloquently expounded by his great patron. These impressions were reenforced a hundredfold through being written in shorthand and transcribed in longhand, because it is a psychological fact that what is *written* makes a far deeper impression—cuts a deeper brain path, as it were—than what is merely spoken, heard, or read. With Roger Williams, too, those early impressions were deepened and strengthened by his profound gratitude to his patron.

Here, then, we believe, is to be found the source of the impulses that actuated Roger Williams for the rest of his life, and which through him found permanent expression in the constitutions of the New World. It is clear from the statement of the daughter of Sir Edward Coke that, without a knowledge of shorthand, Roger Williams would never have been brought to the favorable notice of the great lawyer; and without the education which he received through the beneficence of Coke, he could not have qualified for the ministry, and therefore could not have wielded the influence he did in after years. For these reasons we believe we are justified in saying that the art of shorthand deserves credit: (1) for establishing in the mind of Roger Williams the principles of which he afterwards became the foremost exponent, and which have meant so much to the peace and happiness of the world; and (2) for gaining him the educational preparation that equipped him to make effective the principles in which he believed.

Lawyers may find satisfaction in the knowledge that one of the great leaders of their profession implanted in the mind of Roger Williams those fundamental principles of liberty which he applied with such far-reaching consequences in a different field. The principles for which Coke and Williams fought and suffered were fundamentally the same—freedom of opinion, and justice to all men. Roger Williams merely carried into the field of religious controversy the principles his great patron had expounded at the bar and in public life. This is shown in some of the charges brought against Roger Williams by the authorities of the Massachusetts Bay Colony. Among them were: "That he had asserted, among other things, that the civil power of a state could not properly have jurisdiction over the consciences of men, and that

the King's Patent conveyed no just title to the land of the colonies, which should be bought from its rightful owners, the Indians." In those days these must have seemed "wild and whirling words," for, as Dr. Winfred E. Garrison said in his book, "Intolerance." "At the time when Roger Williams was banished from Massachusetts in 1635, not a minister in England dared to say, or could say without going to jail, that the civil magistrate had no authority in matters of religion, as Williams had been openly preaching at Salem for two years." That was the time, he reminds us, when the Protestants of France were having their troubles in a Catholic State, when Germany was going through a Thirty Years' War "which was a horror of intolerance while it lasted" and the "Inquisition was in full swing in Spain and in the Papal State."

The doctrine embodied in the last-mentioned charge against Roger Williams will remind the reader of the stubbornness with which William Penn insisted upon *purchasing* lands from the Indians instead of confiscating them. Roger Williams had a great antipathy to the Quakers, but the same inherent love of justice to all men governed the actions of the great Quaker and the great advocate of freedom of religious opinion.

6.

The learned librarian of Brown University, Providence, Dr. Reuben A. Guild, in his "Footprints of Roger Williams," states: "At the age of fourteen we find him in the Star Chamber in London taking notes of the speeches, where he attracted the attention of his future patron, Sir Edward Coke. By him he was placed in the Charterhouse School, being the second scholar whose name was entered upon the records of that noble institution. This was in 1614."

The year of the birth of Roger Williams has never been definitely ascertained. It is generally given as 1604, but in a letter dated July 29, 1679, he said he was then fourscore years old, from which it would appear that he was born in 1599. The fact that he was able to report in shorthand prior to 1614 inclines us to believe that he may have been born even earlier than 1599.

7.

It is a long stretch from the time of Roger Williams to that of Woodrow Wilson, but, so far as shorthand is concerned, there is an interesting analogy—and we do not refer to the fact that they were both accomplished writers of shorthand. Roger Williams owed his advancement in life, and his subsequent career of incalculable usefulness to the world, to the fact that he reported a speech, or speeches, made by Sir Edward Coke. When Woodrow Wilson was preparing to become a candidate for the presidency of the United States, one of his speeches was reported by Charles Lee Swem, nineteen years of age, who was then stenographer to the writer. The transcript of the report was so astonishingly accurate, as President Wilson once told us, that he prevailed upon Mr. Swem, young as he was, to undertake the responsible work of reporting the many speeches he delivered during his campaign for the presidency. Afterwards, when elected president, he appointed Mr. Swem as his private stenographic secretary and the official reporter of all his speeches, and issued an order that

none of his speeches be printed without the indorsement of Mr. Swem or of himself. Mr. Swem traveled with Mr. Wilson to Europe and reported his speeches in Engand, France, and Italy, and at the great Peace Conference at Versailles. Like Roger Williams, Mr. Swem became thoroughly imbued with all the views and ideals of his great chief, although his political affiliations had previously been those of the opposite party, which is but another example of the influence which powerful personalities exercise upon those associated with them.

Countless other examples might be given of the influence which a knowledge of shorthand has had upon the careers of its practitioners, as well as the opportunities for advancement it has opened up to them.

Chapter XV

WILLIAM MASON (1672, 1682, and 1707)

I

WITH few exceptions, writers on the early history of modern shorthand have acclaimed William Mason as the greatest shorthand inventor of the seventeenth century. Some of them, indeed, are almost lyric in their praise of his genius, as this eloquent passage from the pen of Hugh W. Innes, LL.B., will show:



WILLIAM MASON

That author is William Mason, an inventor who stands head and shoulders above his fellows of the same epoch, an inventor to whom are due even now-a-days the thanks of the reportorial profession. In Mason's hand stenography first approximates to that standard of excellence which is imperatively required of the art if it is to be efficiently employed in the performances of such tasks as are set the reporter in modern times. The bidding adieu to the imperfect elaborations of preceding investigators and the transition to the work of Mason strike the student of stenographic history with a vivid sense of refreshment comparable to that experienced on passage from a cramped life of physical lethargy to freedom of limb and healthful breath-

ing in the open air. Now at last the art that had languished in its development becomes ostensibly alive and active; in the hand of the scribe, the defective untrustworthy tool alone so far procurable is exchanged for an instrument skillfully manufactured for apt performance of the allotted task. Mason's method as Mason left it has proved susceptible of but very slight improvement *on its own lines*: by adopting a better basis, other inventors have succeeded in devising stenographies superior to his; but of those who have attempted emendation without radical alteration (without departure from the principles handed down to, and accepted by, Mason), those few have alone proved successful who have adhered most faithfully to the general plan of their original.

As a contrast to this, and to the views of nearly all other shorthand historians, we quote this passage from Mr. Matthias Levy's "History of Shorthand Writing" (1862):

William Mason has been called "the most celebrated shorthand writer of the seventeenth century"; but in this encomium we cannot concur, because we find nothing in either of Mr. Mason's alphabets which entitles him even to the rank of "inventor." . . . The system is founded on that of Jeremiah Rich. If any man was entitled to be called the most celebrated shorthand writer of the seventeenth century, we should think it would be Jeremiah Rich.

The conflicting opinions of Mr. Innes and Mr. Levy about William Mason may have been due to the fact that the former was an advocate of the Gurney system (the alphabet of which was that of Mason's 1707 edition with two slight changes), while the latter was an enthusiastic supporter of Taylor's system. For a long time there was keen rivalry between the Mason-Gurney and Taylor systems.

We have no desire to detract from the credit due William Mason, who was one of the most practical and ingenious authors of his time, but it seems to us that in eulogizing Mason many writers have shown a disposition to disparage somewhat unfairly the work of some of his predecessors from whom Mason derived much of his inspiration.

(To be continued)



Announcing a New Shorthand Series

• THE LAST installment of the series of Louis A. Leslie's Lesson Plans on the Functional Method of Teaching Gregg Shorthand, which started in the March (1935), issue, appeared last month. His lesson plans for the first eight chapters of the Gregg Shorthand Manual have been published in complete detail. Beginning with Chapter IX, it is not necessary to publish a rearrangement of the word lists as they occur in the Manual, as Mr. Leslie's teaching procedure for these chapters does not require the special arrangement that was necessary in presenting the words in the first eight chapters.

The demand for the publication of Mr. Leslie's plans in book form became so insistent that, in September, the Gregg Publishing Company announced the publication of "The

Teaching of Gregg Shorthand by the Functional Method." The first edition of this methods text has already been exhausted and a second printing came off the press early in December. It appears that nearly every one of the readers of the B.E.W. who has been especially interested in this series of lesson plans is now a possessor of Mr. Leslie's book.

This series will be followed by a group of articles on practical methods of building shorthand speed, contributed by teachers who have trained and are training today the winners of the Gregg official high-speed medals awarded to those who pass the official tests of 140 to 200 words a minute for five minutes. The first article will appear in the February issue.

BUSINESS STANDARDS FOR TYPING

• CHARLES G. REIGNER

President, The H. M. Rowe Company
Baltimore, Maryland

THIS discussion is definitely limited to a report of certain investigations which were undertaken to determine standards of performance actually in effect in particular kinds of office typewriting. Standards of performance in vocational skill subjects are established, not by educational administrators, but by the business community which employs the product of the school. We need always to remember that we cannot fit the job to the individual. The most we can hope to do is to fit the individual to the job. But first we must find out what the job is. We must ascertain what the employing public demands in the way of qualifications for the positions which we train pupils to fill. With that information at hand, it is possible to formulate courses which will enable pupils to measure up to those requirements.

"Typewriting Reduced to Lowest Terms"

In every city there are letter shops which do typewriting and related work on a commercial basis. The major cost in the operating expenses of such business organizations is the salaries of typists. Competition is keen, and the work is often done on a cost-plus basis. One of the investigations to be reported, therefore, centers around standards of performance in letter shops because, in the case of such businesses, it is possible to reduce typewriting to its lowest terms, so to speak.

The bulk of the typewriting work in letter shops, it was found, falls into four classes: (1) envelope addressing; (2) filling in names, addresses, and salutations on processed letters; (3) typing letters individually; and (4) cutting stencils.

First, as to envelope addressing. One large letter shop says:

Some measurements of performance by business standards. The fourth of a series on "How to Teach Typing"

We never hire a typist unless she can address accurately at least 1200 envelopes a day, or at the rate of 150 an hour. Our experienced typists turn out from 1500 to 1800 envelopes a day. This production is figured on either the No. 6½ or the No. 10 commercial envelope. Larger sizes of envelopes take slightly longer to address because more time is consumed in inserting and taking out the envelopes.

Under the stress of competition, letter shops have carried through careful studies to determine what form of copy is best adapted to production work in addressing envelopes. One executive says:

Typists can get greater production from a flat typewritten list than from any other sort of copy. The next best copy is in the form of cards. When the addressing is done from the telephone book, the city directory, or a similar book, the production will be about two hundred fewer envelopes a day.

This production scale on envelope addressing has been checked with a number of letter shops, and the results of the check show surprisingly uniform results. Here, then, is something tangible—a measure of one aspect of vocational typing skill which has been established by a kind of business that employs large numbers of typists. Someone may arise to say that letter shops are "sweatshops." I neither praise nor blame. I simply say that these are the standards of performance on the basis of which such organizations engage and retain the services of typists.

Can Students Meet This Standard?

It would be interesting to attempt to determine whether pupils who have been vocationally trained in typewriting, and who are presumably ready for jobs, can actually meet this standard of performance. Can near-graduates address envelopes at the rate of 150 an hour and keep up that pace hour

after hour? A thirty-minute test on envelope addressing will determine to some extent whether or not pupils are able to meet the minimum requirements for work of this kind in letter shops. Of course, it is desirable to have a large supply of cheap manila envelopes. In the absence of actual envelopes, however, the next best thing is to have paper cut to envelope size. Such paper should be folded at the top to provide for the flap.

Every trade has its tricks. There are a number of tricks in addressing envelopes, which reduce waste motion. Those tricks cannot be acquired by simply having students address half a dozen envelopes. Quantity production is the goal in this phase of typewriting work in letter shops.

Next comes the matter of fill-ins, consisting of the name, the street address, the city, and a salutation, such as *Dear Mr. Anderson*. A good fill-in cannot be made by typists who have not been trained in such work. Proper alignment and spacing play a large part.

"The production which we require on such work," says one letter shop, "is 800 fill-ins a day, or 100 an hour. If the fill-in is to consist only of a salutation of the *Dear Mr. Anderson* type, the production must be at the rate of 1,800 a day."

Work of this character forms a large part of the job of many typists other than those employed in letter shops. Employers of typists frequently remark that it is a rare thing to find a girl, fresh from school, who has had definite training in the typing of fill-ins.

Suggestions for Specialized Training

Here, again, it would be interesting to know how many near-graduates can meet this standard of performance. If the school is equipped with a duplicating machine, it would be a simple matter to prepare form letters for the pupils to fill in on a production basis. If no better system is available, pupils could be required to make carbon copies of letters without addresses and salutations; then make the fill-ins from data provided on cards. Enough work of this character should be given so that the pupils may de-

termine for themselves whether or not they can make 100 fill-ins—name, street, address, city, state, and salutation—in an hour.

Frequently a letter shop gets a job which involves typing the same letter to fifty or a hundred different names. Cost estimates



CHARLES G. REIGNER

may have shown that the use of the automatic typewriter is uneconomical for such a relatively small number of copies. Frequently an identical letter that is to be typed with different addresses and salutations is so constructed that the name of the individual addressed comes at the end of a line. In that way the typist may insert the name as she types each letter. The whole idea is to "personalize" the letter to the last degree possible.

Here is what a letter shop executive says about standards of performance in letter production of this character: "We never employ a girl unless she can type ten letters with envelopes in an hour."

There are, of course, letters and letters—some short, some of medium length, and some long; hence, some standard of letter length must be established for the purpose at hand. Inquiry developed the fact that a letter, for this particular purpose, "is figured as one that contains twenty lines, excluding the date, the inside address, the salutation,

the complimentary close, the company name, the title, and the identifying marks."

It is a relatively simple matter to determine whether near-graduates are able to meet this standard of performance. Select a letter that contains twenty lines. Let us assume for the moment that the lines of the typed letter are sixty strokes in length. The body of the letter would then have twelve hundred strokes. That count, of course, does not include the strokes needed to type the parts of the letter other than the body. Neither does it include the time required to take out and insert the sheets nor the time consumed in addressing the envelopes. Each letter—the body only—has twelve hundred strokes. Ten letters contain twelve thousand strokes. If the work were straight copy, the typing would need to be done at the rate of two hundred strokes, or forty 5-stroke words, a minute. Actually, however, the typing rate would have to be a good deal more rapid than forty words a minute to enable the typist to write the ten letters in complete form and to address envelopes for them.

There is no profit in discussing whether or not this particular standard of performance is too high or too low. The fact is that it is the standard according to which typists in letter shops are hired and fired.

A Production Scale for Stencil Cutting

On the matter of stencil cutting, a definite production scale has also been devised. A typist in a letter shop—to get and hold a job—is expected to cut the stencil for an 8½ x 11 sheet, single-spaced, in 15 minutes. From that norm, it is easily possible to figure the time required to cut stencils for material that is to be reproduced in double-spaced form or on legal-size sheets. There are "tricks of the trade" in cutting stencils—tricks that can be mastered only by directed practice. The only point I am making here, however, is that again it would be interesting to know whether near-graduates can meet this standard of performance.

I turn now to a brief report of another investigation which sought to determine standards of performance in that complex skill which we call "transcribing." The one

leading question in business is "What do the figures show?" Modern cost-accounting methods have reduced to a science the process of determining production costs. Rigorously exact methods of determining the costs of letter production have also been developed by many business organizations.

A cost chart prepared for a large paper company by a nationally known firm of certified public accountants puts the average cost of a dictated letter at 36 cents. This figure was based on a stenographer's salary of \$20 a week and a dictator's salary of \$45 a week.

Many other detailed analyses of letter production costs have been made. One of those analyses, made by a large coal and oil company, is given here.

ANALYSIS OF THE COST OF LETTER PRODUCTION

Direct Labor	
Taking dictation	\$.050668
Transcribing and typing notes	.063336
Total direct labor	\$.114004
Materials	
Notebook paper	\$.000565
Pencils, erasers, typewriter ribbons, etc.	.000485
Letterhead	.003571
Carbon paper	.001000
Second sheet	.000700
Total materials	.006321
Other Costs	
Equipment maintenance	.000770
Rent	.005418
Electric	.000484
Equipment depreciation	.001455
Interest on equipment investment	.000873
Direct supervision	.001761
Administrative supervision	.001712
General	.001570
Total other costs	.014043
Total all costs, before dictator's time cost	.134368
Dictator's time cost average	.155486
Total estimated cost of producing average letter	.289854
First-class postage	.030000
Average envelope cost	.002500
Handling and messenger cost	.010000
Total cost of producing and mailing the average letter	\$.332354

An official of the coal and oil company writes:

What constitutes an average letter in one organization may be a letter of one-half or perhaps twice the length of another company's average letter. It so happens that our average letter, as determined by an analysis carried out over a period of two years, is comparatively short. It consists of eleven lines in the body, each line being five inches long. It also happens that a great proportion of our letters are intercompany; hence, the low cost for materials, which is \$.006 a letter.

This unit letter production cost of approximately 33 cents is considerably lower than that of other business organizations which have made similar investigations. It is, in fact, almost the lowest figure discovered. It will be noticed that the cost of "Direct Labor"—that is, the stenographer's salary—is something over 11 cents, or about one-third of the total unit cost.

It is easy to see, therefore, how this company can arrive at a plan by which the compensation of its stenographers may be determined on a cost basis. The average letter is 11 lines long (60 strokes to the line—Elite type). The "Direct Labor" cost is 11 cents; therefore,

$$\begin{aligned}\$.11 &= 11 \text{ lines} \\ 1.00 &= 100 \text{ lines} \\ 15.00 &= 1,500 \text{ lines} \\ 20.00 &= 2,000 \text{ lines.}\end{aligned}$$

Let us work out the matter on the basis of the minimum existing wage of \$15 a week. The 1,500 lines which a \$15-a-week girl transcribes in the course of a week are equivalent to 137 letters of the average length of 11 lines.

The stenographic force in this organization operates on a 38-hour week. Of those 38 hours, 20 hours are devoted to transcribing. It is a simple matter to divide 20 hours into 137 letters and get 7 letters as the number to be transcribed in each hour—to earn the minimum existing wage of \$15.

Those 7 letters are made up of 77 lines. Each line is equivalent to twelve 5-stroke words. We multiply 11 (lines) by 12 (words) by 7 (letters) and get 924 words to be transcribed in an hour. Now we divide 60 (minutes) into 924 (words) and get an average transcribing rate of approximately

15 words a minute. That seems to be a very low rate, but we need to remember that the count does not include the words in the date, the inside address, the salutation, the complimentary close, the company name, the title, and the identifying marks; neither does it include the time needed to insert carbons and to address envelopes, both of which operations are included in the "transcribing time."

By the same process of calculation, we can determine that a girl, in order to earn \$20 a week, should be able to transcribe 182 letters in the 20 hours of transcribing time; that is, at the rate of something over 9 letters an hour. The transcribing rate figures out to about 20 words a minute. Actually, however, the rate would have to be considerably higher because only the body of the letter is included in the count and because the "transcribing time" includes the insertion of carbons and the addressing of envelopes.

Business Tests for Business Students

Here, then, is a standard of performance which can be readily tested in the school. It is perfectly possible to dictate 7 letters, each of which is approximately 132 words in length, and find out whether the pupils can transcribe the letters and address envelopes for them in an hour.

In this discussion I have tried to be just as concrete and specific as possible. I have conceived my function to be that of a reporter rather than that of an interpreter. I have wholly disregarded, also, such important factors as personality traits, in an effort to keep rigorously within the restricted field indicated in my subject.

By way of conclusion, it is worth while, I think, to repeat that standards of performance in a vocational skill subject are established not by educators, but by the business community. The first thing to do, obviously enough, is to ascertain what those standards of performance are in definite, quantitative terms. When that information is at hand, the instruction needs to be directed toward the attainment of those standards.

COMMENTS ON MR. REIGNER'S ARTICLE

• WILLIAM R. FOSTER

East High School
Rochester, New York

BUSINESS teachers deeply feel and often express the need for a reliable measurement standard for the work of their pupils. What more reliable gauge than the standards of business? Mr. Reigner has been of real service in giving us facts in his paper, which I should entitle "A Research Report on Mass Production in Specialized Typing."

Business men are disinclined to tell us our pupils' defects, and teachers are loath to ascertain the facts from employers. But commercial education can never be based only on our purely subjective standards. We cannot escape the objective tests imposed by society. To disregard these facts is to jeopardize the pupil's success in life. As President Eliot so aptly put it, "Life tests us all the time, whether or not we like it." While our ideal should be mastery—not mere exposure to various phases of typing copy—on the secondary level, we need general education, not merely vocationalism. When mastery is made the basis of promotion, our high school diplomas will be given only to those who have satisfactorily met reasonable, but definite, standards. Mr. Louis A. Rice reports an extreme case of this in one school handling 600 in its commercial department, but graduating only 18.

The Practical Value of the Report

Mr. Reigner's report should be an eye-opener to some teachers who do not compel their pupils to carry through and produce a usable piece of work at the first attempt. Mr. Reigner's figures can be used as a lever, a device, to drive home the need for care. We have here a motivating piece of information that should make our pupils conscious of the effect of speed and accuracy upon them and upon their future pay-envelope. Possibly this information will convince some of our pupils—and their parents—that stenography for vocational use

is not for them. These facts should also tend to convince many stenographers of the reasonable basis for their employers' wage schedules.

Mr. Reigner, of course, does not include in his report the hundreds of jobs in which typing is just one element (and a small one at that), because he definitely chose the letter shop since "it is possible to reduce typing to its lowest terms" there. To be sure, typing output in this narrow field is easily measurable. Shall we, then, measure our near-graduates by the standards of the letter shop? What proportion of them should be prepared to meet these relatively high standards of skill? Does a letter shop job adequately picture what the rank and file of our typists will have to face? Does this standard adequately measure our pupils' skill any more than some of the tests we are already giving?

The letter shop skills are well defined, but highly routine. Would a letter shop take our pupils upon graduation? Or only after some preliminary adjustment to business elsewhere? If there is a wait, how soon will these specialized skills (assuming we develop them) drop down? Could the public school system be justified in stressing the attainment of such an achievement in mass production, especially when such skills are of a somewhat evanescent nature? And, suppose we add this intensive training, what should we eliminate from our present set-up to allow the time needed?

Efficiency from the Very Beginning

While I am not greatly concerned with such technically high standards being developed for a specific job that absorbs only a very small number of our pupils, I certainly do feel that Mr. Reigner's report is definitely a challenge to us, as teachers, to evaluate our own typing and transcribing standards to see

whether or not they are on a high enough plane. Possibly this is all that Mr. Reigner intended his report to be. Check up on a bit of efficiency: How many teachers say anything to a pupil whose desk is piled high with books and cluttered with papers, until a downfall calls vividly to mind a lack of orderliness on the part of the pupil?

The transcription test Mr. Reigner suggests seems ideal within limitations. The cost is not a factor. The scoring is simple since it is assumed that the letters handed in must all be mailable. This test can be made to show our pupils two things: what pay their school work would entitle them to, and what their school grade might be, if figured on a business basis. If \$15 a week is regarded as the equivalent of a mark of average ability (satisfactory, C, or 75 per cent), then \$1 of pay equals 5 per cent of school standing.

And now for the limitations. Really, aren't we just trainers of youth, not employers of seasoned adults capable of sustained physical effort? We don't expect our high school ball team to stand the gaff and exercise the judgment of our professional teams. This comparison is not offered as an excuse for failure to keep these standards in mind, nor for not attempting a test along the lines indicated here. We must be fair to our pupils and not accept, in all cases, the cold results of tests as final evaluations of the individual's probable ability.

Here is an opportunity to get across to the pupil, through a device, the significance of the relationship between mailable matter

and the pay therefor. Occasionally we might evaluate a test of this nature in terms of Mr. Reigner's \$15 a week. A private business school might like to use a full hour since the pupils are more mature. Then \$2.15 is the weekly value of one letter an hour—\$15 for seven letters an hour. But for high schools, with generally shorter periods available, I suggest the following schedule based on the same rate of performance, one letter to every 8.6 minutes—\$15 for 5 letters in 43 minutes, \$3 a letter.

Mailable Letters	Weekly Pay	School Mark
7*	\$21	105 per cent A
6	18	90 per cent B
5	15	75 per cent C
4	12	60 per cent D
3	9	45 per cent E

* Seven letters would have to be dictated to take care of superior pupils.

While I recommend giving this test, I should use it as an instructional device to raise the pupil to a higher level. We must guard against believing that this test will give us definite and final factual results about our pupils after they have become adjusted to the work of some office. We have not fulfilled our mission if we use this test to pass without the shadow of a doubt upon the future success of our pupils—I doubt whether this test, or any other, has predictive finality before any adjustment has been made to a real office situation.

Five More Articles in This Series

The series of articles on the teaching of typewriting started in the October, 1935, issue of the *Business Education World*.

Five more articles in the series will appear this spring. The contributors will be Jane E. Clem, Head of Typing Department, State Teachers College, Whitewater, Wisconsin; Dr. Edward H. Eldridge, Director, School of Secretarial Studies, Simmons College, Boston; D. D. Lessenberry, Director of Commercial Teacher Training, University of Pittsburgh; Helen Reynolds, Associate Professor of Commercial Education, Ohio University, Athens; Esta Ross Stuart, Teachers College, Columbia University, New York City.

A BUSINESS CONFERENCE PROJECT

• JOHN N. GIVEN

Head, Commerce Department
Washington High School
Los Angeles, California

A plan which promotes better understanding between students and their future business employers

The value to both the school and the business community of a closer relationship and more cooperation between them is generally conceded. The difficulty has been to find successful demonstrations of the attainment of these desirable goals. When we heard of the business conferences conducted by the students of the George Washington High School, Los Angeles, California, we at once wrote to Mr. Given, head of the commerce department, asking him to write us the story of his project that our readers might have the benefit of this extremely valuable activity.

Mr. Given is prominent in business education affairs on the Pacific Coast and the recently elected treasurer of the newly-formed Federated Business Teachers Association of California. He tells the story of these conferences in the accompanying article.—Editor.

THE business conference, as carried out at the George Washington High School, has grown out of the belief that business and the school must come to understand each other better. True it is that we speak of the advantages of such a union, but, for the most part, we in the teaching profession continue to teach from the basic text while opportunities for *something different* are allowed to slip by unnoticed. It is surprising what a good job our students will do if we only give them the opportunity. Department heads who do not conduct such a program are missing a splendid opportunity for correlation and integration.

Not only have the students gained much experience in working out the mechanical details for the conferences, but they have profited greatly in their round table discussions with representative business men. In addition, the business man is, in most cases, coming in closer touch with the work of the school, with the result that he is enthusiastic about the type of student he meets. He discovers that the "movies" are wrong again—that the average student in these depression times is a serious-minded individual who realizes that only the well-prepared can hope to find opportunity. As one speaker wrote:

After observing the keenly alive girls and boys attending the two classes, and being complimented by their very attentive attitude, and after enjoying the luncheon and program, I came away from your school feeling very well paid for the few hours spent with you.

Our program is as follows:

- 8 a.m.—10 a.m. Business Machines demonstration.
- 10 a.m.—11 a.m. First series of round table discussions.
- 11 a.m.—12 m. Second series of round table discussions.

We have had nine sessions operating during the first and second series; this number took care of our entire department enrollment. All students taking one or more courses in commerce are excused from their regular classes during conference sessions.

After the date of the conference has been set, usually six weeks in advance (to give the school printer ample time to print the programs), the class in business organization plans a number of round table conferences, the room where each is to be held, the time each session is to meet, and other necessary arrangements. Each student is given an opportunity to devise a system whereby students may register, with the least possible confu-

sion, for the particular conferences they wish to attend. This project is especially practical, since the student has just finished some book problems on office arrangement and layout. It is surprising what interesting and novel arrangements are presented. Each student presents his ideas to the class for criticism, while the teacher makes a note of the good ideas presented. After a workable plan has been decided upon, the department faculty, previously divided into various sections, makes the final selection as to room, type of address to be given, and other details.

The sales classes are then given an oral assignment on the type of address they would like to hear. A student interested in foreign trade will make a study of the field, the advantages in the field, the training necessary, and the promotional opportunities, and will suggest an outstanding man in this field to be invited to attend. During this part of the work, the classes in Sales I really become occupations classes; each student must prepare an oral report. He must put his sales ability to a test, because he is trying to interest the other members of the class in his field. When all reports have been given, the students vote on the topics they wish to have presented. For example: sixty students wish to hear a talk on the work of the private secretary; seventy students are interested in the work of the certified public accountant; fifty students are interested in some phase of salesmanship as a career. These results are given to the faculty committee in charge of round table sessions and, whenever possible, the students' wishes are carried out.

Business Cooperates In the Conference

The faculty committee then contacts the major business firms of the city and interviews the various executives. In practically every case complete cooperation is obtained, and the best man for the job is obtained. One of our problems has been to obtain speakers who would not talk "over the heads" of the students. We frankly ask for speakers who will interest young boys and girls, and who will not be too technical.

As soon as the speakers have been obtained, the classes in business correspondence are

given an individual project: to write pleasing business letters to the men and women who have agreed to conduct a conference session. In this letter, the date, hour, and subject are confirmed. Simple directions are given for locating the school. Suggestions



JOHN N. GIVEN

are given for things the students will be interested in knowing, and an invitation to attend the luncheon program as a guest of the department is extended.

These letters are discussed by the students and corrections are made as suggested. The teacher then selects the best letters, which are given to the office practice teacher. The class in office practice then prepares the letters for mailing, checking correct name, title, and address. Carbon copies are filed.

The Advertising and Sales I and II classes then work on the problem of advertising and promotion. Advertising copy for posters is prepared and in some cases is given to the classes in commercial art for execution.

Sales talks are prepared by members of the sales classes, and two or three days before the conference, the best-prepared students visit the various commercial classes and explain in detail how the conference is to be conducted, give the names of the men who have been invited to speak, and announce their topics.

On the day before the conference, mimeographed sheets of all conference sessions are placed in the hands of the students. Each student selects the two sessions he wishes to attend, and goes to the various stations to register and to receive his admittance card. He may also buy his luncheon ticket at this time. If a session is filled, he must make another choice. The study part of one class session is given over to this part of the work. (Our periods are sixty minutes in length, with a required study period during the last twenty minutes.)

At our last conference, just before the beginning of the round table sessions, a business-machine show was held through the cooperation of one of the largest firms on the Pacific Coast. Selected members of the advanced sales classes went to the company offices to learn about the operation of the various machines. On the day of the conference, they demonstrated the equipment to groups of students who came in relays, with their class teachers, to see the various demonstrations.

In the meantime, the reception committee and the student chairmen of the round tables are at work—two important student committees. Each member of the reception committee is carefully chosen for neatness in appearance and pleasing personality, and the ability to meet strangers graciously. Their work is carefully rehearsed by members of the previous conference who act as guests.

Training the Student in Poise

As a guest or speaker arrives at the designated parking space, a member of the committee introduces himself and finds out the visitor's name. If a speaker, he is taken to the proper room and introduced to the student chairman of the session. When this is done, the committee member goes back to meet other arrivals. If it happens that the person is a guest, the committee member acts as a guide during the conference.

The student chairmen are members of the Commerce Honor Society. They introduce the speakers at the various sessions, lead the discussions, and see that an attendance roll is signed. Speakers are asked to limit their

introductory remarks to thirty minutes and to allow questions from the floor for the remaining time. When the first session is finished—at regular class passing time—the chairman conducts the speaker to his second session and introduces him to the chairman of that session.

During the conferences, members of the advanced shorthand classes are assigned to each session to take notes on the entire proceedings. These notes are later transcribed and filed.

The teacher in all these class projects, preliminary to the conference, is the judge of how much time is to be allowed. In some cases, two days is sufficient.

Lighter Moments of the Conference

The luncheon program is in charge of the Commerce Honor Society president. Members of the organization are given reserved seats in the center section. For the entertainment in our three earlier conferences, we have had two song writers from Hollywood who sang and played their own songs, a style show put on by one of the large department stores with our students acting as models, and a former vaudeville star.

At our luncheon program, we award the department Honor Society cup, which goes each semester to the ideal commerce student. This feature itself creates great interest and excitement.

In the past session, a new idea was tried out which proved to be exceedingly worth while. Shortly before the business conference, the department head, together with certain students, gave a commerce program at each of the contributing schools. A sales talk was given by one student in which he told why he was taking the commerce course. Another student gave a demonstration of his shorthand ability. A short skit was also presented. We then extended an invitation to the counsellor of each school and two or three of his most outstanding students to be our guests on conference day. Every school was represented.

No other activity has been presented at our school which has created such enthusiasm on the part of the students. Many students

and teachers from the other departments ask permission to attend. The students are very enthusiastic, because each one feels that he has had an integral part in the carrying out of the program.

The success or failure of such a program quite naturally depends upon the type of speaker obtained. We have had sales managers, personnel managers, executives of steamship lines, private secretaries, certified

public accountants, and credit managers.

Any alert teacher can contribute much to the students' development if he will enthusiastically conduct such a program. Our principal expresses the opinion of the department when he says of the program: "No single feature of the Washington High School educational program so definitely and impressively relates our pupils' preparation to the actual and practical problems of life."

OFFICE PRACTICE AT ROXBURY

• ELIZABETH A. NASH, M.B.A., Ed.M.

Head, Commercial Department
Roxbury Memorial High School for Girls
Boston, Massachusetts

Continuing a series of courses of study used by a specialist in the teaching of office practice based on vocational skill

Office Practice for Bookkeepers (Concluded)

VII. TEACHING CONTENT OF THE BURROUGHS LISTING AND STATEMENT MACHINE

A. Objectives of the work.

1. To develop skill in listing.
2. To teach the operation of multiplication.
3. To teach the operation of subtraction.
4. To provide opportunity for a direct correlation of the Burroughs Listing Machine with bookkeeping machines.
5. To teach the application of the machine to statement work.

B. Time allotment.

The definite time limits of this unit will be decided at the discretion of the teacher.

C. Units of work.

1. Listing
2. Cross footing
3. Multiplication
4. Subtraction
5. Statement work

(See the Assignment Section for detailed references to the complete assignment.)

VIII. TEACHING CONTENT OF FILING UNIT

A. Objectives.

1. To give a thorough knowledge of an intensive drill in the use of the following systems:

- a. Alphabetic (Direct and Variadex)

- b. Numeric

- c. Geographic

- d. Subject

- e. L. B. Automatic Index

- f. Triple Check Automatic Index

- g. Soundex

- h. Kardex

2. To develop skill in handling original problems of filing.

B. Materials available.

Each pupil is equipped with individual sets of Library Bureau filing material. The textbook used is "Progressive Indexing and Filing for Schools."

C. Time allotment.

The definite time limits of this unit of instruction will be decided at the discretion of the teacher.

D. Units of work.

1. Instruction and practice in indexing and the application of filing rules.
2. Indexing and filing 200 cards by the Alphabetic and Variadex Systems.
3. Indexing and filing of the correspondence by the Direct Alphabetic and Variadex systems.
4. Instruction and practice in cross references.
5. Indexing and filing correspondence by the following systems:
 - a. L. B. Automatic Index
 - b. L. B. Automatic Triple Check
 - c. Numeric

- d. Geographic
 - e. Subject
 - 6. Indexing and filing 200 cards by the Soundex system.
 - 7. Indexing and filing 200 cards by the Kardex system.
- E. Method of testing the progress of the pupil.
- 1. Standard tests issued by the Library Bureau.
 - 2. Original tests given by the teacher.
(See the Assignment Section for detailed references to the complete assignment.)

IX. TEACHING CONTENT OF THE BILLING MACHINE UNIT

A. Objectives of the work.

- 1. To give practice in billing.
- 2. To acquaint the pupils with the different machines used in the operation of billing.
- 3. To teach the application of the billing machines to other business forms such as checks, deposit slips, etc.

B. Machines available.

- 1. Typewriters
- 2. Burroughs Standard Typewriter Billing Machine (formerly called Moon-Hopkins Billing Machine).
- 3. Remington Billing Machine
- 4. Remington Vertical Adder
- 5. Underwood Fanfold Biller

C. Time allotment.

The definite time limits on this unit will be decided at the discretion of teacher.

D. Units of work.

Original short sets.

X. TEACHING CONTENT OF THE TRANSCRIBING MACHINE UNIT

A. Objectives of the work.

- 1. To give practice in transcribing.
- 2. To teach the method of shaving wax records.
- 3. To acquaint the pupil with the method of dictating new records.

B. Time allotment.

The definite time limits on this unit will be decided at the discretion of the teacher.

C. Units of work.

- 1. Dictaphone records
- 2. Ediphone records
- 3. Original records

XI. TEACHING CONTENT OF THE DUPLICATING AND SMALL MACHINE UNIT

A. Objectives of the work.

- 1. To acquaint the pupil with the various methods of duplicating.
- 2. To give practice in handling production jobs.
- 3. To teach the operation of various small machines.

B. Machines available.

- 1. Check Writer
- 2. Ditto
- 3. Elliot Addressograph
- 4. Hectograph
- 5. Mimeograph
- 6. Mimescope
- 7. Multistamp
- 8. Numbering Stamp
- 9. Time Stamp

C. Definite time limits of this unit will be decided at the discretion of the teacher.

[Next month, Miss Nash will outline the Roxbury course in Office Practice for Stenographers. EDITOR.]

Teacher Training Courses Announced

• THE School of Business Practice and Speech announces teacher training courses in commercial subjects to start the middle of January. This New York school recently opened in its new and most attractive quarters on the twenty-first floor of the RCA building, Rockefeller Center.

A Service for Educators

• APPROXIMATELY eight hundred doctors' dissertations in education are on file in the library of the Federal Office of Education in Washington, making this library one of the largest of its kind in the United States. The theses pertaining to high school education may be obtained for reference purposes by inter-library loan.

A COURSE IN MERCHANDISING

• **CARLTON J. SIEGLER, M.A.**

Teacher of Merchandising and Salesmanship
Newtown High School, Elmhurst, Long Island

Secondary schools can provide the merchandising training which many students need to obtain employment

In a time of stress such as the present one, it is the problem of every educator and the task of every intelligent individual to consider the outlook for the generation that is in our schools—the young people who will soon join the long line of those seeking employment.

What positions are open to these students, and what training are they getting, preparatory to job-finding? Merchandising utilizes at least four million of our workers in the United States and is one of the most important business fields, as is shown by the accompanying statistics obtained from the United States Census bureau for the year 1933.

	Average Number of Employees	Year's Salaries and Wages
Wholesale	1,179,358	\$1,645,539,000
Retail	3,422,210	2,921,949,000
Total	4,601,568	\$4,567,488,000

Lack of Training for Merchandising Workers

Since so many workers are earning their livelihood in merchandising, we might think that they must have received training of some kind to enable them to work efficiently and to grasp any opportunities for betterment that may come their way.

It is an amazing fact, however, that in a field so large, little has been accomplished in an educational way for prospective merchandise workers. Their training has been haphazard and mostly of the type taught through experience. Perhaps they have been fortunate enough to obtain instruction from the few public and private schools that have, within the last few years, been offering courses in salesmanship, retail selling, and advertising. Perhaps they have been on

squads trained by department stores. Even that training would not be highly beneficial, for the prospective workers would not be instructed as individuals, nor would their training be as detailed, as intensified, and as broad as it should be. If students interested in merchandising are to find positions and become efficient salesmen and sales women, they must have adequate training such as is offered to their fellow workers in other fields. The sad neglect that is apparent shows our schools to be lacking in an understanding of the significance of present and future vocational trends.

Course at Newtown High School

It is a matter of great interest, therefore, to discover a school that has recognized the need for training in merchandising and has been progressive enough to develop a detailed course so that its young men and women may adapt themselves to the countless opportunities which are, at present, semi-dormant. Needless to say, the school could not work out a perfect system immediately, but through trial, error, and the continued earnest efforts of its teachers, Newtown High School, in Queens, has developed a system in the last two years which the students have found to be highly beneficial, and which will prove even more helpful after its students have come in contact with business.

The course in merchandising, showing subjects which are required, which the school has worked out for those desirous of majoring in the subject, is as follows:

A FOUR-YEAR MERCHANDISING COURSE

First Year:

- Business Training I
- Business Training II

Second Year:

Merchandising I. Textiles
Merchandising II. Non-Textiles

Third Year:

Merchandising III. Salesmanship
Merchandising IV. Retail Store Management

Fourth Year:

Merchandising V. Advertising
Merchandising VI. Marketing.

This program differs from programs of other schools in that it covers courses in textiles and non-textiles as part of a four-year merchandising course. What is taught is necessary to any student contemplating merchandising as a career, and important to every individual as a consumer.

A typical program of studies that might be selected by a sophomore student, majoring in merchandising at Newtown High School, is shown below. The sophomore year is the first year in which a student may take merchandising.

<i>Subjects</i>	<i>Periods a Week</i>
Merchandising I (Textiles)	5
Stenography	5
Typewriting	5
English	5
Foreign Language	5
Physical Training	5
Drawing	2
Music	1

At the completion of their third year of high school work, all students who have had four terms of merchandising are required to take a two-year Regents examination in merchandising covering the first four terms of the subject. In their last term, or their fourth year, students take a three-year Regents examination covering the entire three years' work.

Purpose of Teaching Textiles and Non-Textiles

Since a sales person, once he has secured a position, is usually transferred later from his original department to other departments, he is destined to sell many types of merchandise. Very few purchasers realize how varied a selling job may be, for the sales person must know the selling points of jewelry, silverware, cottons, woolens, chinaware and many other forms of merchandise. At the same time he must give advice as to the care of cer-

tain articles, and must assume a personal interest in the desires of his customer. Unless a student has been trained in textiles and non-textiles, from the raw materials through to the finished product, he will probably make a poor showing in sales. Thus, a study of these materials will increase the sales person's knowledge of many articles, their uses, and the methods of manufacture. Such a study will develop in the student an appreciation of the workmanship involved in producing the finished product. If the sales person feels sure of himself and of what he is selling, he will inspire confidence in the customer, and make a success of his position.

Term's Work in Textiles

With the above thoughts in mind, let us turn to a working plan illustrating how students are instructed at Newtown. At the beginning of the term, students are given sheets with instructions for daily homework. The following is also expected of them:

1. Each student is expected to select the topic in which he is most interested and to prepare a report on it, showing special knowledge of subject matter, through concentration and specialization.

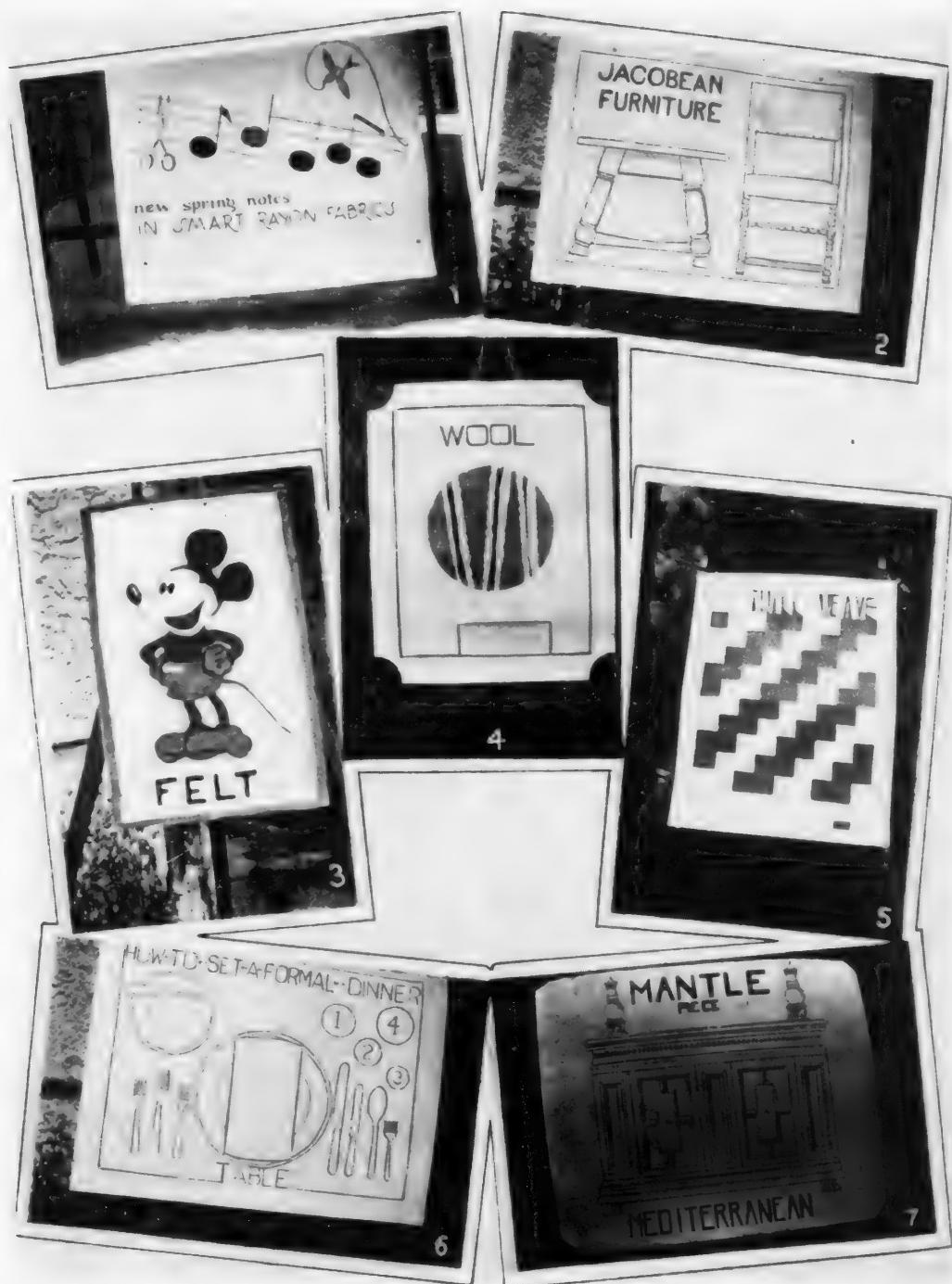
2. A complete picture of textiles, weaves, samples, etc., must be made by each student in a scrapbook. This book must contain a table of contents, and pictures of any phase of the textile industry covering the following topics:—cotton, linen, silk, rayon, wool, minor fibers.

Samples must be pasted in this book and notes written after them giving name, weave, material, yarn, finish, width, price, and uses.

Students are requested to design as fine and as educational a scrapbook as possible. The best books are publicly displayed and become a permanent part of a Textile Museum which the Merchandising Department also fosters.

3. Special reports and work of a very high order receive honor credit. If reference books, such as those textile books written by authors like Dooley, Dyer, Small, Woolman and McGowan, etc., are read in addition to the student's own text, honor credits are also given.¹

Motion pictures showing the major fibers and the raw materials to the finished cloth are given at the beginning of each new topic. Samples of the principal cotton, silk, wool, and other materials are passed out to each student. Students use a weaver's glass to distinguish the different constructions.



A GROUP OF MERCHANDISING PROJECTS

Fig. 1. Rayon Material.

Fig. 2. Jacobean Furniture.

Fig. 3. Material from Felt Hats.

Fig. 4. Wool Fibers Under the Microscope.

Fig. 5. Enlarged Drawing of Twill.

Fig. 6. Formal Dinner Arrangement.

Fig. 7. Study of Wood.

In the study of cotton and flax, an interesting method of teaching is developed by obtaining seeds from the United States Department of Agriculture and planting them in flower pots. Dates of plantings are kept, and the times for picking and pulling the flax plant are recorded. For cotton, the seeds are removed by hand, and hand-cards are used in making a soft-twisted yarn.

Weaving is also taught by the "principle of doing"—the only rational way of accomplishing lasting results. Sufficient yarn is given out for each student. A small loom and needle are furnished for the making of the plain, twill, satin and sateen weaves. Each of these weaves is required of the student. Before starting the weaving, the weave is first worked out with the aid of a weaver's glass and a needle. The path of the filling yarn is followed through the warp yarns and recorded on cross-section paper. Shaded blocks are used to show warp threads and white blocks to show that the filling is on the top with the warp threads underneath. Enlarged drawings made by the students are hung in the classroom to aid in completing the weaves.

At this point, the class takes up the finishing operations, tests, and care of fabrics, with the study of materials used in home furnishings and in clothing. The students give reports of current trends in fashion, visits to museums, department stores and local factories.

A project is required of each student. Opportunity is given to use imagination and artistic ability. In the accompanying illus-

tration, figure 1 shows a rayon project, with samples of rayon materials used for the notes of music. Discarded felt hats were the materials for the felt project shown in figure 3. An unusual drawing of wool fibers as they appear under the microscope is shown in figure 4. Before weaves are made in class, the students make preliminary drawings on cross-section paper. Figure 5 shows an enlargement of a drawing for twill.²

Term's Work in Non-Textiles

Each student receives a sheet similar to the textile sheet, requiring that he hand in, at the end of each marking period, a scrap book of pictures and samples on the following topics: Furs, leather, wood, paper (including Cellophane), glassware and chinaware, rubber, precious stones and metals, with special emphasis on silverware and petroleum.

In the notebook are pasted samples and clippings from newspapers, with notes giving history, sources, manufacturing process, care and use, selling points, advertising points, and data about related industries. The outstanding scrapbook is displayed in the Non-Textile Museum.

Samples of furs, leather, and like non-textiles are examined and discussed during class recitations, and students are encouraged to bring samples from home that the distinguishing characteristics may be studied. Leading manufacturers supply motion pictures of interest and value.

Economic, cultural and social values, as well as vocational interests, are stressed in the study of topics.

Projects for wood and for Jacobean furniture are illustrated in figures 2 and 7, respectively.³ The proper arrangement of tableware for a formal dinner is shown in figure 6.⁴

TEXTILE REFERENCES

DENNY, GRACE, "Fabrics and How to Know Them." J. B. Lippincott Co.

DOOLEY, WILLIAM, "Textiles." D. C. Heath & Company.

DYER, ELIZABETH, "Textile Fabrics." Houghton Mifflin Company.

HESS, KATHARINE, "Textile Fibers and Their Use." J. B. Lippincott Co.

MCGOWAN and WAITE, "Textiles and Clothing." The Macmillan Company.

SIEGLER and RICH, "The Foundation Materials of Modern Civilization." The American Book Company (in preparation).

SMALL, CASSIE, "How to Know Textiles." Ginn & Company.

WOOLMAN and MCGOWAN, "Textiles." The Macmillan Company.

² Source material for similar projects: "Textiles and Clothing," by McGowan and Waite, pp. 10-15.

³ Source material for similar projects: "The American Home Course in Period Furniture," published by the Art Education Press, Inc., 424 Madison Avenue, New York.

⁴ Source material for similar projects: "Correct Wine and Table Service," Fostoria Glass Company.

Extra-Curricular Activities

The Textile and Non-Textile Museum. A collection of the basic raw materials of commerce, secured by the teachers and students, comprises this educational exhibit, which comes from the four corners of the United States. Some of the representative exhibits, truly invaluable, that were donated by leading manufacturers include various steps in the manufacture of cotton, from the cotton boll to the finished cloth; latex, from the hevea tree to the finished rubber tire; wool, from the sheep through the steps necessary to manufacture a blanket; a broken-down Goodyear welt shoe; and countless other exhibits which develop an appreciation of merchandise and aid the students in determining the value of articles of merchandise.

The Merchandising Club. Another unusual and interesting feature of the merchandising department is the Merchandising Club. The purpose of this organization is to encourage high scholarship and to foster interest and integrity in business practice. Election to membership is conducted by the faculty and students of the club; it is recognized as an honor and distinction. The attainment of a final average of 85 per cent for one year in merchandising subjects, high rating in character, and a promise of marked ability are requisite factors for election. Prominent retail executives in the merchandising field are invited to speak before the club and give their opinion of present trends in merchandising. In addition, the club has the responsibility of publishing a monthly magazine during the school year.

Newtown Merchandiser. This magazine is a unique adventure in high school journalism, and is probably the first journal of its type in this country. Its aim is to publish merchandising information valuable to every buyer or user of merchandise. It endeavors to answer such questions as, "How shall I tell a woolen from a worsted?" and, "What shall I look for when I buy shoes?" It also publishes articles on advertising, salesmanship, textiles and non-textiles; it presents interviews with stylists, advertising managers, and other leaders in merchandising.

Quoting from the last issue of June, 1935, we find an interview with Mr. Kenneth Collins, one of the foremost advertising men of America, as written by one of the students, John Sandmeier.

Well, I must say it was quite a thrilling experience to interview Mr. Kenneth Collins, who is one of the greatest men in merchandising today. When his secretary ushered me into his office, I was confronted by a sign on which was printed the policy of his organization:

Fair Dealing with Customers
Fair Buying with Manufacturers
Fair Play with Competitors

I was immediately put at ease by the cheerful personality of Mr. Collins. When questioned regarding the completeness of our Merchandising Course at Newtown High School, Mr. Collins said that our courses were complete to the smallest detail. He is of the opinion that Merchandising offers one of the widest fields of opportunity today. . . . The allotted time for my interview was nearly up and I had to bring our interesting conversation to a close. But take it from me, students, this is the type of a man I am going to attach my shooting star to and pray that it will be half as successful as his star has been.

One of the Business Letter Contest Winners Writes

I am mailing my thanks for the check for three dollars and my letter for this month's problem at the same time.

Winning that prize last month has done more to make the teaching of Business English pleasant than anything else I have ever done. So often I have a pupil with the inevitable uncle who works in an office and who disagrees decidedly with teacher's views on letter writing. It's a situation I've felt I didn't handle very well.

Thanks to the three-dollar prize, my ideas are being received with gratifying respect. In fact, my pupils don't even mention their relatives.

Thanks very much for the opportunity to prove myself.—(Mrs.) Mary C. Scoville, Instructor in Business English, Central High School, Kansas City, Missouri.

BUSINESS LETTER CONTEST

• L. E. FRAILEY

Editorial Director
The Dartnell Corporation
Chicago, Illinois

YES, we live and learn. Never again will I let several hundred letter writers describe for me the succulent solace of a fat turkey on Thanksgiving. Had the experience of reading all your letters been mine before the fatal day, my appetite might only have been whetted. But to endure such tantalizing imagery after the feast time is more than any human being can stand.

"A great sizzling golden brown monster with the juice just begging to come out," wrote one college student. But that is only a sample of the word pictures which were painted in these letters. "A fourteen-pound gobbler—plump, juicy, butterbasted, and bursting its golden-brown jacket," said a teacher. Do you wonder that my peace of mind was wrecked—I, eating in restaurants and denied the blessing of the second helping?

But, of course, it was good letter craftsmanship to describe that turkey to the salesman's wife. In making a sale, you remember, you must build desire in the reader's mind. There were at least two appeals you could use in these turkey letters. The one was hunger, and the other pride. Look at the ads in any magazine and you will see that many of them are slanted in one or the other of these two directions. They appeal to the pride of ownership or the joy of eating good food. So you rightly gave the salesman's wife a picture of that butter-brown gobbler, and you rightly appealed to her pride in her husband's ability.

Last month I said—or maybe only hinted—that the students in our contest did even better than their teachers. This time, it was the teachers who garnished the gobbler better than the others. But before we talk any more about these letters, it is fitting that the winners be given a hand. Here they are—

those who succeeded best in describing the ignoble end of the journey for the strutting, impudent king of fowls.

Teacher Awards

FIRST PRIZE, \$10; Mary Johnson, High School, Leominster, Massachusetts.

SECOND PRIZE, \$5: Clarissa Hills, Senior High School, Johnstown, Pennsylvania.

HONORABLE MENTION: Rollin Vanorsdall, Mineral High School, West Mineral, Kansas; Jessie Langstaff, Principal, Tacoma Secretarial School, Tacoma, Washington; (Miss) Billy Greenaway, Senior High School, Port Chester, New York; Anna M. Crawford, Junior-Senior High School, Boone, Iowa; Alice Lease, High School, Barry, Illinois.

Student Awards

COLLEGE—

FIRST PRIZE, \$5: Margie Higgins, Kinman Business University, Spokane, Washington.

SECOND PRIZE, \$3: Sidney William Gottlieb, The Washington School for Secretaries, Washington, D. C.

HONORABLE MENTION: Max K. Bitts, State College of Washington, Pullman, Washington; C. R. Balmforth, L.D.S. Business College, Salt Lake City, Utah; William D. Coleman, Kinman Business University, Spokane, Washington; Jessie Allen, L.D.S. Business College, Salt Lake City, Utah; Gloria Tiedt, College of St. Benedict, St. Joseph, Minnesota.

HIGH SCHOOL—

FIRST PRIZE, \$5: Rachel Joy, High School, Leominster, Massachusetts.

SECOND PRIZE, \$3: Luella Bramlette, Mineral High School, West Mineral, Kansas.

HONORABLE MENTION: Adeline Evans, Lincoln High School, Tacoma, Washington; Joan Farnsworth, High School, Sheldon, Iowa; Helen McLane, High School, Shelbyville, Indiana; Virginia Glover, Lincoln High School, Tacoma, Washington; Ruth Williams, High School, Shelbyville, Indiana.

New Award Announced

Each winner of Honorable Mention receives, with the compliments of the **BUSINESS EDUCATION WORLD**, a copy of that handy desk-companion, "**20,000 Words, Spelled, Divided, and Accented**," by Leslie.

WINNING LETTERS IN NOVEMBER CONTEST

Winner of Teacher's First Prize

MARY JOHNSON

High School, Leominster, Massachusetts

Dear Mrs. Housewife: A 14-pound gobbler—plump, juicy, butterbasted, and bursting its golden-brown jacket—will be tender on the teeth at the Thanksgiving feast but tough on your pocketbook the day after.

Tough to the extent of at least \$5! But not for you, lucky lady!

"How is that?" you ask in astonishment. But before I disclose the startling good news, let me frankly ask you two questions: First, could you use on Thanksgiving Day such a gentleman turkey as I have described above? And, second, could you use the \$5 or more that would be saved if said turkey were a gift to you and not a purchase?

Thrifty Mrs. Housewife, I can almost see the gleam in your eye and the approving nod of your head. You want the particulars. It's such a simple little plan—in fact, as simple as it is for little Chester to deny himself a second helping of spinach.

ARMOUR'S is conducting a Thanksgiving sales contest among all its salesmen for one month—October 15 to November 15. For every man whose sales are 25 per cent higher for this period than they were for the same period last year, there goes to his wife, to decorate her Thanksgiving table, a choice gobbler—not one of your slenderized birds who has fallen a victim to the modern notions of dieting—but a lordly bird of grand proportions, a perfect specimen of turkeyhood.

"But what has this interesting contest to do with me?" you ask. Here's where you play your part—a mighty important part, too! Your husband is a hard-hitting salesman. We know he'll make a record this month which will be as good as that of a year ago. His pride in his own achievement would not permit him to do less. But the contest winners must do 25 per cent better than a year ago. That 25 per cent is the extra egg in the baker's dozen. Roughly figuring, I should say that ye olde sales manager could pep your salesman-husband up to a point of 10 per cent above his last year's record. But the other 15 per cent will have to come from someone he wishes to please far more than his sales manager!

And so as a smaller boss to a far more important one, I appeal to you to insist on your husband's "bringing home the turkey." I don't know what you'll say to him. I don't care. Coax or drive, flatter or urge, demand or tease—your woman's art of making man obey your wishes will accomplish more than a week's scheming and planning by a mere sales manager.

But keep after him every day. And in the meantime we'll continue the job of fattening gobblers for the lucky wives of those salesmen who un-

questionably prove their ability in our big sales drive. Yours for the best Thanksgiving Day ever,

P. S. Just to add excitement to our contest, we'll award the very biggest turkey on the farm to the man who makes the highest percentage of gain. We had a 26-pounder on the farm last year. Better get the old carving knife out for action!

Winner of Teacher's Second Prize

CLARISSA HILLS

Senior High School, Johnstown, Pennsylvania

Dear Mrs. Blank: Unusual procedure! We are writing to you instead of to Mr. Blank. We are recognizing what every business executive really knows, but seldom acts upon, that you, the wife of one of our salesmen, are an important factor in our business.

This year during our intensive sales campaign, instead of making awards to our salesmen, we are making awards to our salesmen's wives. We hope thus to let each one of you know that not only do we appreciate your husband's efficiency, but we value your cooperation, which lies back of that efficiency.

We will present to the wife of each salesman who attains his quota during our intensive sales campaign a 12- to 14-pound Thanksgiving turkey direct from our experimental farm—a plump, juicy turkey, the kind that is hard to buy, easy to cook, and of which you will be truly proud when it is placed on your table. To the wife of the salesman making the biggest percentage of gain we will send the *biggest* turkey on the farm. Last year we had one weighing 26 pounds!

Quotas are not difficult. Each salesman must beat his record for the same period last year by not less than 25 per cent, and, as business is better and sales have been increasing regularly, this should be easy. The contest will run from October 15 to November 15. We plan to ship the turkeys so that they will arrive forty-eight hours before Thanksgiving. Should you be going away for Thanksgiving, we shall gladly send your turkey later.

We are very much pleased with our experimental farm and proud of its flock of prize turkeys. We are so sure that your husband will be successful that we have already reserved one for you. We really want it to grace your table on Thanksgiving Day. Sincerely yours.

Winner of College Student's First Prize

MARGIE HIGGINS

Kinman Business University, Spokane, Washington

Dear Mrs. Jones: I know you don't believe in fairy tales, but I actually overheard this "turkey tale" on our Turkey Farm, and I just had to pass the "turkey talk" on to you!

Miss Babble-Gabble: "Oh, my dear, I've just discovered the most exciting thing—the XYZ Company is having a 'turkey contest' for all their salesmen, and really they have a marvelous idea!"

I heard Mr. Woods say that everyone of the salesmen who beats his quota for the same period last year by not less than 25 per cent will receive one of the turkeys from Turkey Farm. But the most thrilling part about it all is that the salesman making the most above his quota gets Mr. Turk—you know, that handsome fellow strutting over there by the harvester. (I've heard that he actually weighs 26 pounds!)

"And another thing, all the turkeys chosen for the contest must weigh at least 14 pounds, so pardon me, my dear, I really must run along for I have heaps of eating to do—you know I have to watch my figure for I simply *must* be one of those turkeys—it is such an honor. Gobble-gobble."

And that is just how I feel, Mr. Jones! It is truly an honor to have something you've won. And then, too, think of the saving you make—almost enough for a new hat.

I know you are the one who can make John win that turkey. How? By saying to yourself, "I simply must have one of those juicy, tender XYZ turkeys—none other will do," and then by instilling in your husband the incentive to win by boosting him, by giving him that pep, energy, and enthusiasm that will make him say, "I'll do it just for her."

We know you can—and we know John will.

Happy Thanksgiving! Sincerely yours.

Winner of College Student's Second Prize

SIDNEY WILLIAM GOTTLIEB

The Washington School for Secretaries
Washington, D. C.

Dear Madam: This letter is written because of our common interest in a very interesting person and subject—your husband and his job. As his wife, you have a great deal of interest in his advancement; and as his department manager, I have that same interest. He is a good fellow, or you would never have married him. He is a good salesman, or I would never have hired him.

Now, what this letter is really about is, "How can he go farther in his job?" And again, "How can we reward him for advancing?" "Can he do better this year than he did last year?" "Can he do better than the rest of the salesmen?" We really want to know.

So, we are having a contest among our salesmen, to see if your husband or someone else's goes farther in increasing his sales from October 15 to November 15, over the same period of last year. The one who increases his last year's record by 25 per cent or more will receive as his reward a large turkey.

How would you like to have one of those large turkeys on your dinner table on Thanksgiving Day and watch the man who won it carve it with pride? Of course you would! The turkeys are to be deliv-

ered on November 26, two days before Thanksgiving. They will come from our own farm and will average 14 to 16 pounds. The salesman with the highest average of increase will win the largest turkey. Last year the largest was 26 pounds.

How can you help your husband win one of these excellent birds? I won't suggest any special way, for I know that you must have your own particular procedure that will work on your own particular man. I look forward to seeing your name on the list of winners. Cordially yours.

Winner of High School Student's First Prize

RACHEL JOY

High School, Leominster, Massachusetts

Dear Modern Housewife: It's really not so bad that you weren't born in time to be a Priscilla in the famous old Plymouth Colony. Of course, it might have been very nice to be able to say, "John, my goode husband, fare thee forth and fetch for us a goode plump turkey for our next repast." It might also have been nice for John, trusty musket in hand, to go out and return with a fine wild turkey—if the Indians didn't see him first.

But, since you are not a Priscilla, and this is 1935 and not 1620, and wild turkeys are a trifle scarce, why not adopt a much simpler plan? There are any number of fine plump turkeys being fattened now on our experimental farm that might well come right to your roasting pan in plenty of time for your Thanksgiving dinner.

We have a sales contest from October 15 to November 15. During this period, your "goode husband" has only to exceed his last year's sales for this same period, October 15 to November 15, by a margin of 25 per cent in order to deliver to your table one of these fine 12- to 14-pound gobblers. The man with the largest percentage of gain gets the biggest turkey. It's up to you to appoint yourself official cheer leader and encouragement squad.

Just the thoughts of a steaming, well-buttered turkey with plenty of stuffing and gobs of cranberry sauce ought to be a stimulant for both you and your husband on these crisp November days. Now, Mrs. Modern Priscilla, do your utmost by urging "hubby" to do his best, and may the best mouths water on Thanksgiving Day! Yours truly,

Winner, High School Student's Second Prize

LUELLA BRAMLETTE

Mineral High School, West Mineral, Kansas

Dear Madam:

Turkey! Oh, a great big fellow!
Fruits all ripe and rich and mellow,
Everything that's nice to eat,
More than I can now repeat—
That's Thanksgiving.

—Eugene Field.

Big dinners with roast turkey, jam, pumpkin pie, and steaming plum puddings make many of us look forward with wild joy to the happy Thanksgiving time.

How would you like to have the postman, when he blows his whistle at your door on November 26, hand you a letter informing you that a big, fat, juicy gobbler is on his way to your home free of charge? Would that be generosity? Of course it would. And that is just what we intend to do, if your husband will do his part.

Now, your husband has probably told you what a fine salesman he is. Make him prove it to you by winning this contest, which we are sponsoring for the benefit of all the salesmen in our company.

The contest will run from October 15 to November 15. For each salesman who beats his record for the same period last year by not less than 25 per cent, will be reserved a fine gobbler weighing between 12 and 14 pounds. The wife of the salesman making the highest percentage of gain gets the biggest turkey on the farm. Last year we had one weighing 26 pounds. Aren't these birds worth working for? If you think they are, tell your husband about the contest and talk it over with him.

It is my wish that this Thanksgiving Day will be one of the happiest days of the year for you and that one of these big, fat gobblers will help make it happy for you. Sincerely yours.

Mr. Frailey Continues His Comments

One of the most fascinating things about letter writing is that the same job may be done in so many different ways. Ask one thousand people to answer a letter, and no two of their replies will be alike. A good letter reflects the personality, the imagination, and even the character, of the writer. As the old saying goes, "there is more than one way to kill a goose," and certainly the same can be said of our turkey. Look at the six winning letters. They are all different.

In one the turkey does the talking. You smile when this lady bird says, "you know I have to watch my figure." Another starts with Eugene Field's tantalizing poem. A third goes back to the days of Priscilla. Imagination had plenty of rope in this problem. A lot of business is prosaic. It might be more difficult to put glamour into a letter about bricks or bolts, but surely not in one about a turkey. Strive for originality in all your writing. It is surprising how a vivid word or a colorful sentence may often lift a whole letter above the commonplace. The

other day I saw a New Year's letter written by a sales manager to his men. One sentence stood out like a blazing torch. "The wick of your life," he said, "like that of the candle, is each day shorter than the day before."

The answers to this problem—and there were hundreds of them—were better as a whole than the month before. That proves that the art of expressing our thoughts on paper is not difficult to acquire. When we are willing to practice, when we are conscious of the few fundamentals, our power grows stronger. That's true of writing letters, or anything else we do in life.

While only six of the letters could be chosen for the awards, there were scores of them that would deserve honorable mention. Some of the introductions were really splendid attention catchers. Getting started, I think, is the most difficult part of writing a letter, and perhaps the most important. If you don't arouse the reader's interest in the first few sentences, your cause is lost. Millions of letters are never read to the end—they are thrown into the waste basket because the readers found them dull.

I had to smile at the contestant who said, "Your husband will take his turkey by the tail and carry him home." Is that the way to "tote" a turkey? You might end up with only a few feathers for your cap—and Mr. Turkey disappearing around the corner.

Why were you all so impersonal in talking about the salesman's company? In all the letters, I found only a few where the name of the firm was mentioned. Wouldn't that name be a by-word in the salesman's home—as familiar to his wife as to himself? And wouldn't the wife know her husband's first name? Why, then, did one writer refer to "your Tom, Dick, or Harry?" It couldn't be all three of them. That would be bigamy.

I question, too, the wisdom of the college student who started his letter by saying, "Women are supposed to be better talkers than men." There might be a kick-back in that statement. Women are sometimes accused (falsely, no doubt) of talking *too much*. It was not what I can call the diplomatic approach.

Another contestant referred to the "whip" which the wife could use on her husband.

If he happened to see that letter, you can imagine how inspired he would be to win the turkey! Watch out for these dangerous words. I have often seen a fine letter ruined by just one antagonizing word.

"If your husband is stubborn," (they all are) wrote one high school student, "you might try being angry with him. If this doesn't work there are always smiles, and as a last resort, a woman's tears." It must have been a girl who gave that advice.

Another high-schooler described his turkey as a "muscle bound monster." Sounds like a tough turkey to me. Who wants to eat muscle? Don't you see the harm that one wrong word can do?

All right! That's all for the arrogant gobbler. He had his day of glory.

What about the January problem? Boy, page Mr. Garatelli!

Angelo Is a Smart Fellow

If you play bridge you know what it means to "put on the squeeze." And that's exactly what Angelo Garatelli is trying to do with Collection Manager Bob Hewitt. He knows that cereals are not guaranteed against infection by weevils. These little pests come uninvited every summer to plague the dealer in flours, grains, and cereals. In spite of the great care with which manufacturers guard against them, they are liable to appear in any package during the hot summer months.

The wise grocer, knowing this, buys such foods in small quantities until the cold weather comes. Maybe Angelo fell a victim to over-zealous salesmanship and bought more than he should. It is even possible that some of the goods had been carried over from the previous year. But anyway he stands to lose the cost of eight cases of Korn Kubes, and he means to escape if he can.

Now all of this is just between you and me. You would not dare tell Angelo in your letter that he is trying to chisel. You will have to be more diplomatic than that. But you can't take back those eight cases. It wouldn't be fair to all the other dealers who handle your Korn Kubes. One policy for them all—and a fair policy—that's the only wise way to run a business.

Of course you want to keep Angelo's friendship. After all, he owns the largest store in town. So you'll have to do some straight thinking before you decide just how to answer his letter. To say no, and make Angelo like it—a problem with teeth in it.

He isn't so dumb—this Angelo. I don't suppose he ever had any training in letter writing, and you can see that his use of the English language is none too good. But the old boy is a natural psychologist. He knows how to get you in a corner where it's hard to get out. You are to blame, he says. You have caused him to lose one good customer, and Mrs. O'Grady's tongue will wag.

And how cleverly he masks his demand under the cloak of friendship. He puts you on the defensive when he says, "It would not be fair to me, as always I have been from you." And how adroitly he reminds you that he is an old and good customer. Can you see him bowing and grinning as he queries, "What you say?"

Oh, yes, Angelo is mighty friendly. At least, he knows that much about letter writing. But read between the lines, and you see a threat of what he means to do if you turn him down. "Then your salesman still get smiles when he come to my store,"—says Angelo. But what will he get if you don't take back those Korn Kubes? . . . Smart, Angelo Garatelli! I leave him in your hands.

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor of the *Business Education World*, 270 Madison Avenue, New York City. Your letters must reach that destination *on or before* January 30.

One copy is to be on plain white paper, unsigned.

The other copy should carry your full name, complete address, name of school, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Only the unsigned copies of the solutions will be judged. In that way, your entry is guaranteed an unbiased decision.

Prizes: Teachers—First prize \$10; second prize \$5; High School Students—first prize \$5; second prize \$3; College Students (including private business school students)—first prize \$5, second prize \$3.

Honorable Mention—a copy of "20,000 Words," by Louis A. Leslie.

January Business Letter Problem

Dear Sir:

How come you people try to get Angelo's money for corn food which you know he cannot sell? My customers are the best folks in town and you cannot expect them to eat food which is alive with weevils. I tell this to your salesman two times twice, and that if you keep on sending bills, I would give him no longer any of my orders.

Only two days before yesterday, I sell two boxes more of this corn food to my rich customer, Mrs. O'Grady, and she come back to my store and raise much trouble. She was very red in the face and with my store full of customers she shout to me that I am selling spoiled cereals, and I should ought to be arrested. Then she throw the two boxes at me, and say I could eat bugs but she would not. And you tell me--what should I do when my business it is ruined by you people shipping me ten cases of food which are in the packages more animals than corn?

Now, Mister Hewitt, you must send me the permission to get rid quick of ten dozen packages, or say to your salesman to come and take them out of my store. Then I will pay you for the two cases which I already sell to my customers who maybe don't care what they eat and make me no complaint. For the eight cases still in my store, I will never give you the money, and still we be friends. It would not be fair to me, as always I have been from you, do you keep on asking me to pay for goods which I cannot sell and at the same time please my customers.

Now write quick to your old good customer Angelo and say to him that from now on we forget about these bills, except that I pay you as I promise for two cases. This way we settle, and then your salesman still get smiles when he come to my store. What you say?

Yours truly,

ANGELO GARATELLI.

Bob Hewitt, Collection and Adjustment Manager for the Springfield Wholesale Grocery Company, has been trying for several months to collect from Angelo Garatelli, owner of the largest store in his town, for ten cases of Korn Kubes. Angelo is an old customer, has plenty of money, and likes to put over a "sharp deal" when he can. He figures that the wholesaler will assume the loss rather than lose his business.

Now, playing the part of Bob Hewitt, how will you reply to Angelo? Don't compromise. Cereal manufacturers guarantee only that their products are free from weevils when delivered. Evidently, during the hot summer months, these pests made their appearance. It's the risk that any grocer has to take. But Angelo has to be handled carefully. He must be made to pay without losing his business. What's your solution?

CRITICISM, SUGGESTION, AND ADVICE

• Edited by CHARLES E. BELLATTY

Head, Department of Advertising
College of Business Administration
Boston University

EXTRACTS FROM REVIEWS

DEAN EVERETT W. LORD

"Another War to End War"

(Saturday Evening Post, November 23)

In this article Mr. Simonds, perhaps our leading authority on European conditions, all but absolves Italy of blame for the war which seems imminent, and shows how regard for their own safety and political permanence has induced the governments of England and France to oppose Mussolini in Africa. Modern civilization has been far less successful in maintaining peace than was the earlier civilization under the Roman empire, when for nearly 250 years there was no serious war in all the world. The Roman rule did not advance the cause of democracy—but neither, it is now evident, did the World War, though it was to save democracy, as well as to end all war, that the United States took part in it.

The League of Nations was designed to enforce peace; the Kellogg Pact outlawed war; but neither the one nor the other prevented war in Manchuria and neither has seemed sufficient to prevent war in Ethiopia.

Neither has seemed sufficient, but now, suddenly, the League has denounced Italy's aggressive move in Ethiopia and has made all but inevitable a major war in Europe. Mr. Simonds outlines in clearest terms the reasons for the unlooked-for activity of the League. He explains why English statesmen have be-

The B. E. W. is reprinting each month selected portions of *Criticism, Suggestion and Advice*, a semi-monthly bulletin prepared and published by the faculty of Boston University's College of Business Administration.

The subject matter of this bulletin is based on a current issue of the *Saturday Evening Post*. The editor is Charles E. Bellatty. All communications regarding this department should be addressed to him at 525 Boylston Street, Boston, Massachusetts.

come so strangely insistent upon League action; why France, after having concluded a particularly amicable agreement with Italy, suddenly turned against her.

Internal politics, according to Mr. Simonds, explains these developments: and in effect the result is to force the three nations into a war which no one of them desires.

No More for Uncle Sam

And now from Europe there has come an urgent plea to America to enlist in this war, as an inescapable duty—to fight once more for peace and democracy. The American people, however, have not so short memory: they recall their idealistic aims of 1916 and the vicious results of victory; they recall the tremendous costs and the negligible gains of the great war. In the matter of enlisting in wars to end war they agree that "once was enough."

"Father Struck It Rich"

(Saturday Evening Post, December 14)

In the previous four installments Mrs. McLean has told of her father's long search for gold and his ultimate success at the Camp Bird Mine. After years of penury, the Walsh family found themselves fabulously wealthy—and they did not know how to spend their money. In this article their attitude toward wealth and the pretensions of its possessors are strikingly displayed.

We see Mrs. McLean and her young husband squandering \$200,000 on a honeymoon trip in Europe and having to cable home for money to pay their hotel bill in Paris! We see them planning to procure the appointment, through money, of a Russian "in-law" as ambassador to Washington; we see them

out-bidding princes for the most famous and most expensive jewel—and then shamelessly smuggling it into the United States; and we see the young couple living in fear of kidnappers and blackmailers and wondering naïvely why anyone should envy the rich.

The buying of luxuries may indeed be justified. Mrs. McLean states the case for it fairly well; but there is a question whether those who have done nothing to produce wealth should be allowed to enjoy all its benefits without accepting a greater responsibility for its wise expenditure. The story does not indicate that Mrs. McLean, in spite of having so much wealth, found happiness through its possession.

"No Hunting or Fishing"

• Reviewed by H. B. CENTER

(Saturday Evening Post, December 14)

"No HUNTING or Fishing" ought to interest college men and women for whom the wild game and fish may yet be saved, and ought to stir them to try to do something about it.

There used to be good hunting and fishing in all the New England states. I remember my father's telling of flights of passenger pigeons that literally darkened the sky for hours. Not a single passenger pigeon now exists. I have heard old-timers tell of a day when Maine lumber-jacks insisted that their labor contracts specify that they shouldn't be fed fresh salmon—or shad on the Connecticut—more than a limited number of times a week. Within the memory of men now living, it was possible to shoot a wild turkey for Thanksgiving within easy walking distance of Boston. Yes, and in the old days a boatload of cod or haddock or even of halibut could be caught nearly anywhere off the New England coast, within sight of land.

We haven't caught all these fish, or butchered all that game. The trouble here has been, just as sheep grazing has done in the West, that we have destroyed the natural conditions under which game flourishes and fish multiply. Some of it is due to the march of civilization, but not all.

I remember General Stanley, 90-year-old fish and game commissioner of Maine, telling

of his boyhood days when the farmers after harvest always made up a fishing party to the Rangeley Lakes to catch and salt down trout for the winter's supply. They used to throw back every fish that weighed less than two pounds! "Not all the fishermen in the United States," General Stanley said, "could have exhausted the supply of fish, so fast did they spawn."

But in those days blue-back herring, or alewives, used to go up the Androscoggin to the Rangeleys in countless numbers to their spawning grounds.

"Nowadays," General Stanley said, "A fish can't live in the river because of the acid refuse from the pulp mills. Hence, no feed for the trout; and, hence, smaller and fewer trout."

So it goes, and so the fish and game have gone. What can be done about it? We ought to do something, before trout, salmon and lobster take their place with the dodo and the buffalo.

"Potato-Poor"

• Reviewed by PHILIP E. BUNKER

(Saturday Evening Post, November 23)

Get Popeye, the sailor, to shift his allegiance from spinach to potatoes and more can be done to keep Maine's beautiful Aroostook County from being potato-poor than the present administration at Washington ever dreamed of doing.

Mr. Kenneth Roberts finds that the Maine potato farmer is in favor of a higher price for potatoes. Well, I am not in favor of lower salaries for college professors! So what?

"Potato-Poor" presents the point of view of a solid group of hard-working citizens, who, having come into contact with a hit-and-run driver, are now hoping for the driver's return to cart them off to a hospital.

Aroostook has been potato-poor and potato-rich before and will be both again, long after the Potato Act has gone out of existence. The geographical location guarantees that that county will be more often poor than rich.

Washington will find it difficult to move Aroostook.

STUDYING THE ADVERTISEMENTS IN THE DECEMBER 14 POST

• With CHARLES and RUTH BELLATTY

PAGE 25. Pictorially, the Campbell soup ad is one of the best in the magazine. Typographically, it reminds us of Ed Wynn's aunt. The best part of the text appears in the lower right-hand corner. Campbell's page is strong because of its big display units, its heavy black background, its pleasing curves, its projection of the red-orange tomato to prodigious proportions, and its location of the can. You cannot miss seeing the can and the name on it. They appear in the center of interest of the page—a section more than halfway and less than two-thirds up from the bottom. Several students have asked, "What is a bleeding page?" This one bleeds on all four sides. It costs 10 per cent above the regular rate to print clear out to the edges. But Campbell's page does not cost extra because of its location as the first advertisement in the body of *The Post*.

Looking Down on the Turret Top

PAGE 27. There's a big boost for the Pontiac in the Fisher Body advertisement. How much more businesslike this Fisher page is than those in the series that ran years ago with illustrations by McClelland Barclay—or is it? It's pretty hard to forget that series. As you look at the page before you, see how your eyes go first to the announcement of the General Motors concerts and then down the river to the trademark and the registered title "Turret Top." Structural rhythm leads us to those points, and the light red-violet tint-blocks unify the page. The girl in the red coat starts the motion through the page. The artist knew what he was up to when he placed that spot of red. Hand-lettering at left of the car is well done and well placed.

We Smart at the Word

PAGE 30. Try to write a better headline for the Studebaker advertisement. "Smart to be seen in—Smarter to buy" has the social superiority and the economy appeals in it and expresses an idea that should help to sell the style of car that we see below it. But "smart" has been so much over-used in advertising that we suggest substitution of some other phrases. *For what we consider to be the best new headline for the Studebaker advertisement we shall be glad to send \$1.00. Another dollar for the best criticism of the Studebaker layout—considering the whole page.*

What Is It We Don't Like?

PAGE 44. One dollar for a suggestion for improving the layout of this page. Postcard will do. Or remake the page with scissors and paste, just as you prefer. Three postcards will be accepted for prizes.

You Say It!

PAGES 46-47. If the Dodge center double-spread in the *Post* of November 9 earned a grade of "A", what rating goes to the two pages facing one another for Dodge in the current issue?

New Beauty Treatment

PAGE 48. Whenever we see one of these single column quarter-pages superlatively well developed for the sale of goods, we think of cousin Egbert Floud and his three rousing cheers. Look at this quarter-page of the Simoniz Company. Good as it is, it may be made still better. We like the headlines, the illustrations, and the text just as they are. *If you will send in a thought for making a simple change that will improve the Simoniz advertisement, you may win \$1.00. Postcard will do.*

Suggest a Better Picture

PAGE 56. Another quarter-page which offers the makings of a little contest is the Alliance Insurance Company advertisement. *A dollar for a practical suggestion for adding to the pulling power of the excellent text of this advertisement through bettering the pictorial display. Again we suggest that you boil your comment down to the limits of a postcard.*

Interesting for Many Reasons

PAGE 79. Gay, timely, appetizing, convincing. Non-essentials omitted. Toastmaster shown to great advantage. Base line closes the rivers into a line that deserves the prominence it receives. One of the best in the issue.

Take a Shot at It

PAGE 59. *The Kodak advertisement makes a good problem page. A dollar for the most sensible comment on it. Please use a postcard.*

Best-Loved Train in the World

PAGE 107. A striking photograph dominates the page and, because of the lighting, leads us through the negative suggestion of the subheads to the text which picks up cheerfulness and speed as we glide through it. Expressions that will sell tickets on the "Century" include . . . You finish the sentence. We shall be glad to send \$2.00 for what we regard as the best list of ticket-selling words, phrases, or sentences taken from the New York Central page. Try not to miss any of them and then tell briefly what the expression "The Water Level Route . . . You can Sleep" means to you.

TWO-DOLLAR WORDS

• JOHN MAUREL

THE following quotations are from "To Mary With Love", by Richard Sherman, in the December 14 issue of The Saturday Evening Post. For the best list of Words With Sound in "The Heart of Guinevere, London, 1935," beginning on Page 10 of the Dec. 14 Post, "C. S. & A." will award \$2.00.

Words With Color

"... her eyes were smoky and her skin was tanned a deep brown. . . ."

"... your face was as white as the sheets which covered the furniture."

"... eyes like bits of coal. . . ."

Words With Sound

"World reporters who afterward went to Hollywood and a girl who later gargled her way to stardom. . . ."

"I went up to your apartment after work with a paper under my arm that screamed 'Sacco and Vanzetti Die!'."

"One day Irene called me up, her hoarse, discordant voice zooming out of the phone like a banshee's wail."

Usual Words Used Unusually Well

"I didn't like her when she was in one of those brittle, arch moods."

"I'm the rich misunderstood wife, and Sloan's the fascinating playboy." Fascinating like a cobra.

"What are you doing?" I asked.

"Licking my wounds," she said. "Where's your rat-like friend, Jack Wallace?"

Often Mispronounced

Which words in the list below should you accent on the second syllable?

appellate	ideal
bacillus	indisputable
chimera	irrevocable
curator	lithographer
dilate	municipal
eclipse	octavo
flamboyant	plebeian
generic	refutable
gregarious	sonorous
hiatus	vagary

All prizes offered will be given to teachers as well as to students—an equal amount in each of the two classes of entrants. All entries must be received by January 20. Address Charles E. Bellatty, 525 Boylston Street, Boston, Massachusetts.

CORRECTED ENGLISH

• JOHN WALTER SULLIVAN

Imply—Infer

"The text of the advertisement causes the reader to *imply* that the—shoes are comfortable."

CORRECTED: The text of the advertisement causes the reader to *infer* that . . .

Bring—Take

"Next week I shall *bring* the book to my class in Advertising."

CORRECTED: Next week I shall *take* the book to my class in Advertising.

REASON: *Bring* means to convey to the place (real or supposed) of the speaker or the auditor; *bring* should not be used for *take*:

Will you *bring* somebody home to dinner?

Take these letters to the post office.

Give Yourself Credit

"I don't think it would be wise for the department store to use the large size advertisement."

CORRECTED: I *think* it would be unwise for the department store to use the large advertisement.

REASON: Although "I don't think so" is idiomatic and correct, "I think so" is preferable.

Large may be assumed as referring to size; therefore *size* may be left out.

For Students of Advertising

Narrowed Appeal

Broaden the appeals in the examples below.

1. Serve Premium Ham baked with a spicy currant sauce at the dinner you are planning for your friends.

2. These spring nights when you are restless and find it hard to stay indoors are the times when you want a good canoe.

3. Three narcissus bulbs that are full of growing interest for six weeks.

4. Sweet, pretty narcissus flowers for the convalescent's room.

5. Come visit us when you are undecided where to lunch.

6. These shoes give honest service to tired feet.

7. A Steinway Piano for Easter Music.

8. If your roads are in poor condition the car for you is a Dodge.

9. Whether you are a banker or a laborer, you probably spend some of your time on work which is more or less dirty and should require overalls.

10. It gives a perfect hygienic fire and heat which is healthful in a sick room.

11. The student who has spent many tedious hours in preparing class assignments in longhand, with leaky pen or dull and smootchy pencil, will appreciate the New Remington Portable Typewriter.

AN ADULT EDUCATION PROJECT

• JACOB SIMONSON

Acting Principal
East Side Continuation School
New York City

In its generic sense, adult education, as a field of work in public and private school systems, is not new. It is only during the last five years that the term has acquired a special meaning in the United States. The idea germinated in the same soil which later gave forth the New Deal. Fostered in its growth by the latter, the idea has evolved into a nation-wide institution. In some sections of the country this new work in adult education functions as a wholly federal project; in others, as a local enterprise aided partly by local and partly by federal funds; while in a few sections it is supported entirely free of federal aid. In the City of New York the facilities and means are contributed by federal, state, and municipal governments. For the purpose of this article, the work will be referred to as an Adult Education Project, which identifies it as an activity more or less related to the New Deal.

The Students and the Work Have Changed

The content of the work, in its wide variety of branches taught, is also not new. However, the setting of the work is no older than the current economic depression. The unique elements, distinguishing the work from its pre-depression character, consist in the particular type of students whom it serves and the significance inherent in it for future application. By this is meant that the type of adults (from seventeen years of age upward) is not the same as that which participated in these activities six years ago and more; and that the nature of the subjects and the methods used in teaching them represent models which the future will be better capable of evaluating than the present distressing economic conditions will permit us to do now.

A great city's depression-born adult education project succeeds both culturally and technically

The new adult education program was inaugurated in New York City in December, 1930. The East Side Continuation School happened to be the first institution that came face to face with the problems created by the wave of unemployment.

The unskilled, the partly skilled, and those inefficient in their trades and professions were the first ones to be discharged when the curtailment of expenses appeared to the employers to be the immediate expedient. The white-collar workers felt the situation more acutely than those accustomed to accepting indiscriminately whatever occupation offered first. Numerous workers occupying the higher



An Adult Education Class at the East Side Continuation School

clerical positions, and, in some cases, employed as executives, discovered that under stress they lacked the training which would fit them for another job—if one ever came along at all. A period of self-analysis and self-appraisal set in. It involved millions of men and women, boys and girls. They flocked to libraries or, through other means, attempted to study something that would

make it impossible for them "ever again" to be caught unprepared.

In the commercial occupations, numerous stenographers out of work began to realize that even what they had acquired as a skill might leave them if they did not take means to preserve their speed and accuracy. In 1931 a group of fifty such unemployed stenographers, who had registered with the Brooklyn Y.W.C.A. employment agency, visited Miss Mildred D. Wallace at the Brooklyn Girls' Vocational High School, bent upon discussing the possibilities of starting a free class in advanced shorthand to enable them to maintain or increase their speed. With this as a nucleus of adult education in the purely commercial groups, the program expanded until it spread throughout the country.

Some Surprising Statistics

In New York City, in November, 1932, one New York school had a registration of 1,000 students enrolled for a number of courses, including some commercial branches. Today the same school has a total registration of 4,003. The number of teachers increased from 21 at the beginning to 65 teaching at this time. The number of classes grew from 17 to 165, and from 5 subjects taught in 1932 a choice may now be made from among 33 subjects. The apparently inordinate increase in the number of classes is due to the highly individualized type of instruction. This is becoming a more and more pronounced feature of the work. In the past three years, the average number of students in the class has been reduced from eighty to thirty.

The initial program was divided into four courses: Commercial, Home Nursing, Power Machine Operating, and Beauty Culture. This program was apparently well planned, for today these four courses still lead all others in popularity.

In November, 1932, the State Education Department, in cooperation with New York City Board of Education and the Temporary Emergency Relief Administration, undertook the sponsorship and establishment of similar classes in all educational centers in the City of New York.

The demand for education showed a renewal of interest in the cultural as well as in the commercially useful branches. This interest is something which should endure as a tendency on the part of our adult population. It is not only the desire for re-educating oneself vocationally, but the hunger for knowledge in general, that will remain as a heritage left by the depression. In the field of gainful occupations, particularly in the clerical branches, the unskilled constitute an oversupply. The commercial classes of the East Side Continuation School in New York City were recently visited by Dr. John Robert Gregg, author of the shorthand system that bears his name.

"Competition is too keen," Dr. Gregg remarked, "to allow us to stop studying merely because we are as fast or as accurate as the next person. We must be faster and more accurate if we are to survive Really skilled office help is as much in demand as are good executives."

In the commercial branches, the Central School of Business and Arts, which specializes in that type of work, has now a total registration of 7,000 men and women, with 100 teachers directing their studies.

Unfortunately, the prevalent notion is that a commercial course includes merely the study of shorthand and typing. This is negated by the work of the Central School of Business and Arts, where fully 90 per cent of the students are enrolled for one or another of thirty different commercial studies. The benefits from the courses are evident in the fact that over 60 per cent of the students returned to gainful work between 1932 and the Summer of 1935.

This Plan Helps Students Help Themselves

Perhaps never before has so much stress been laid upon the type of training which helps the students to support themselves economically. This specialized training need not be at the expense of the cultural branches which should be given attention in an attempt to balance the life of the adult. The present program of the project in New York City embraces 187 distinct subjects, distributed throughout several divisions.

The ages of the students vary from seventeen to seventy-one. The traditional grit of the American people is exemplified in some typical cases of men handicapped through age, or a physical disability, or a loss of worldly goods, but whose morale has not precipitated them into the mire of helplessness.



Mr. Simonson (left) and Dr. John Robert Gregg
Observing the Work of a Student Typist

A man of seventy, after losing all his money and finding himself unable to continue in the work which he has done for years, joins a class in stenography and typing and, in one year's time, learns the subject so well that he passes a test with a speed of 125 words a minute. This has actually happened in the commercial classes at the East Side Continuation School in New York City.

In another school, a blind man walks into the class in Radio Repair and Service and requests instruction. He explains that he has supported himself for many years by tuning pianos. Then radio has come into fashion and he finds piano tuning yields a meager living. He has decided to build radios. He is so earnest in his desire to learn that the instructor decides to accept him as a pupil in spite of the obvious difficulties which his case presents. The instructor puts him to work with another student and together they tackle the problems of radio construction. After a year of constantly fighting and overcoming almost insurmountable difficulties, the man stops attending classes. The instruc-

tor thinks that the student has discovered himself unequal to the struggle and has given up in despair. Six months later, this blind man walks into the classroom with a bundle under his arm. He explains that he has built a portable radio, but is reluctant to test it without the aid of a competent instructor. A thorough examination shows the set to be in perfect order, and, when subjected to a practical test, it functions ideally. Not only is the set perfectly made, but it uses a new type of coil, which the man is now attempting to patent.

In still another school, a student with very little money, but a wealth of good ideas, enrolls in the machine-shop course. This gives him an opportunity to use the school machinery, with which he is able to build a new type of burglar-proof lock. The lock is now finished and is at present in the process of being patented. It has received much favorable comment from industrial concerns.

Another phase of the Adult Education program is the Forum Division. Established in February, 1935, under the supervision of Leo T. Osmon, it has been constantly increasing in popularity. It aims to make possible the open discussion by the people of questions relating to politics, economics, agriculture, or current events. The forum invites speakers to present their views on these questions, but does not accept responsibility for any statements made during the discussions.

In the cultural division, there are classes in such varied subjects as foreign languages, social science, English, dramatic art, creative writing, mathematics, lip reading, physics, history, and psychology. The program is more concerned, however, with assisting the adults to rehabilitate themselves in their economic status. It is for this reason that much stress is laid on instruction in trade, technical, and commercial subjects.

There are no tuition fees, and classes are held in the evening as well as in the morning and afternoon. All the instructors are men and women of practical experience. Each student may advance as fast as his ability allows.

(Continued on page 408)



MONUMENTS TO BUSINESS¹

• PHILIP KIME
London, England

In the very heart of London stands a building of which it has been said that a man might spend the rest of his normal life between its walls without feeling the necessity of going outside.

This building is named Bush House, after its founder, Irving T. Bush, the American millionaire. It has already become a landmark not only to Londoners, but also to many thousands of overseas visitors.

Bush House stands, beautiful in the simple grandeur of its modern architecture, on a large half-moon shaped plot at the foot of Kingsway, the last remaining part of what used to be known as the Aldwych site, formed by the demolition of the old Georgian slum area which formerly spread east, west and south from the Drury Lane of Hogarth's days.

Up to the end of the nineteenth century, this area was one of the most unsavory districts in London, and the cause of perpetual trouble to the sanitary and police authorities. With the formation of the London County Council, the Kingsway clearance scheme was started—a project of a size never before attempted in the heart of London.

¹This article is adapted from "A City Within a City," published in the October, 1935, issue of the *Gregg Magazine*, London, England.

Bush House, the fifth in this series, is one of the most remarkable office buildings in the world

The whole of the old slum was swept away, and Kingsway, as it is now known, was designed and constructed, with the half moon of Aldwych lying at its foot, facing the Strand and the river. Kingsway itself rapidly filled up with a commonplace type of office building, but the shape and size of the half-moon plot at the foot long defied efforts at development.

So the plot lay idle until the War; then huts sprang up like mushrooms overnight. They were populated by strange men from overseas; who wore the British uniform and who, it was whispered, spoke a quite intelligible form of English, but declined to salute officers, recognize the police, or do anything except fight Germans. Later on, the Americans came over and established themselves in the Eagle Hut. This is commemorated by a tablet on the northwest frontage of the building.

After the War, Mr. Bush and his associates took over the site and commenced its development on lines based on experience gained in the erection of several of the great office buildings in New York. A genuine desire to promote friendship between this country and his own inspired Mr. Bush to this great work and to dedicate the building "To the Friendship of English-speaking Peoples."

The architect, Harvey W. Corbett, was a visionary, far ahead of his time. He recognized that one of the greatest problems of existence in large cities in the future would be the conquest of noise. Regulations in the Metropolis not permitting of the great heights with which the Americans attempt to deal with this difficulty, he decided upon the system of erecting his buildings around a series of inner courtyards, designed to give every office on these courtyards the benefits of a front office with the additional advantage of quiet.

Enterprise Forged Ahead

Despite the depression, the enterprise steadily forged ahead, with hardly any deviation from the original plan.

An amusing story is told of how the manager of the building tried to make it known in the early days. He ordered his staff to give up walking and to take taxis on every possible occasion. The only address they were to give to the taxi drivers was "Bush House". If the taxi driver said, "Where is it?" the cab was promptly dismissed and the man told how little he knew about his business. If the man knew where it was, he was heavily overtipped on arrival. By this subtle method, every taxi driver in London soon had the locality of Bush House fixed firmly in his mind.

Some idea of the size and scope of Bush House may be grasped from the fact that it houses nearly 5,000 people, the staff alone numbering 300. Nearly every nationality, trade, and profession is represented among the offices in the building. It has its own car parks, restaurant, post office, hair-dressing salons, squash courts, golf school, and bath and dressing rooms where tenants may change before going out in the evening. A first-aid station and a fire and ambulance squad are also maintained.

The service of the whole building is most efficiently systematized. Directory boards, listing all tenants, are maintained at the Strand and Aldwych entrances, and local directory boards are placed at the entrance to each wing. Porters are in attendance, assisted by juniors, all under definite instruc-

tions to insure that callers are directed, or, if necessary, conducted to their destinations.

There are seventeen express elevators. For those who collect odd statistics, a recent check revealed that these elevators, which are in service day and night, travel approximately 150 miles during the 24 hours, or more than 30 times the height of Mount Everest.

To supplement the postal facilities, each floor is equipped with postal tubes and mail boxes.

Strong rooms and document stores may be obtained on short or long leases. Afternoon tea, milk, towels, and dusters are provided on monthly contract or from day to day. There is an electric clock system which is checked hourly from Greenwich, and individual electric clocks are installed in the offices if required. The company controlling the building will submit suggestions for suites to meet any requirements, and will carry out the fitting to the last detail. The water supply is drawn from five private artesian wells, approximately 320,000 gallons being used every week.

The southwest, and final, wing was completed on July 10, 1935. This marks the completion of Bush House, with the exception of the cap of one of the columns at the top of the steps leading from Aldwych to the Western Courtyard. Many visitors suppose that the column was left unfinished through an oversight, but actually it was done purposely, in deference to the ancient legend that "only the gods can create perfection." The unfinished column is shown in the illustration on the opposite page.

* * *

The name Bush in the United States is associated chiefly with Bush Terminal, a gigantic industrial clearing house on the south Brooklyn waterfront. It is a vast network of piers, warehouses, cold storage, fumigation and sterilization plants, and of railroad spurs leading to trunk lines of the rail companies.

Bush Terminal was created as a result of the need for a central industrial point for manufacturers and distributors whose merchandise comes into and leaves the United States. Its mile of waterfront is divided into eight piers, one of which is the largest in the United States. Railroad tracks, laid upon



BUSH TERMINAL. EASTERN AMERICA'S CLEARING HOUSE FOR INDUSTRY

the piers, facilitate the transportation of unloaded merchandise to the main lines of the railroads, or into the Terminal warehouse space. Similarly, the warehouse may be emptied of its wares for foreign shipment.

In the 200 acres which constitute Bush Terminal, there are industrial buildings with an area of five million square feet, available to manufacturers and distributors. There are also 134 warehouses, a million square feet of cold storage facilities, and the fumigation and sterilization rooms—the latter required by law for use in conjunction with certain imported products.

The Terminal itself was established in 1902. It grew slowly, but kept always in advance of the demand for its facilities. Its pier space was leased to steamship lines; warehouses were built to house merchandise. In time, the coast-wise steamship lines depended exclusively upon the Terminal for handling commercial shipments.

Bush Terminal is an immense, throbbing, commercial hub. For one impressed by industrial spectacles of magnitude and importance—and who is not?—it is eye-filling. From it and to it courses much of the merchandise of the world.

OUR OBJECTIVE FOR THE NEW YEAR

The entire object of true education is to make people not merely do the right things, but enjoy them—not merely industrious, but to love industry—not merely learned, but to love knowledge—not merely pure, but to love purity—not merely just, but to hunger and thirst after justice.

—John Ruskin.

A Message from the E. C. T. A. President

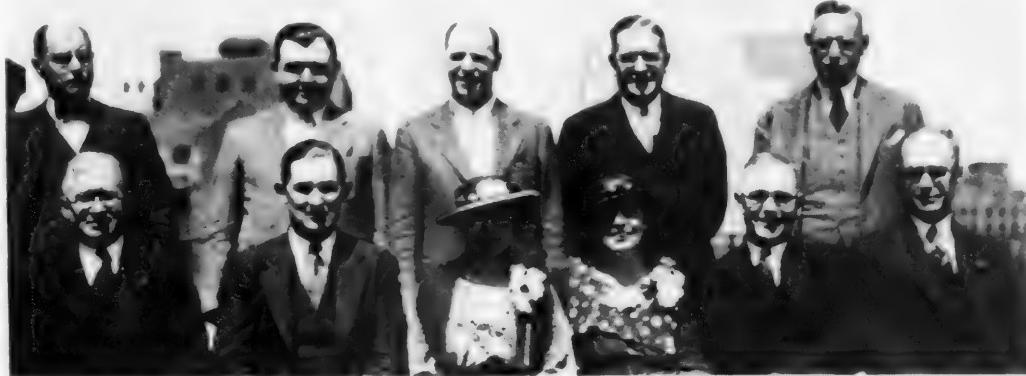
In any comprehensive program of vocational education, it is necessary to have an adequate guidance program, whereby pupils may be guided wisely before, during, and after their period of vocational training. If commercial education is to have any real vocational significance, it is especially necessary, in these days of rapidly increasing enrollments in commercial courses, that only those pupils who have the aptitudes, abilities, and interests that will enable them to succeed in commercial activities in which they can become economically independent should be directed into vocational commercial education courses. Research has shown that there is at present a serious maladjustment between the number of pupils being trained for certain types of commercial positions and the demand for such workers. Without guidance, then, there can be no socially or vocationally effective commercial training.

Guidance is a school problem in which every teacher should have a part. If commercial teachers are to maintain a cooperative attitude and are to be of greatest service in a guidance program, they must become familiar with accepted guidance techniques and must learn how they can adapt their teaching materials and procedures for guidance purposes.

With these facts in mind, the Executive Board of the Eastern Commercial Teachers' Association decided to take for the topic of its 1936 yearbook and convention program, *Guidance in Business Education*. Among the topics discussed will be—

The need for guidance in business education; evidence of lack of effective vocational guidance in business education; a proposed plan for guidance in business education for both city school systems and smaller communities which cannot support full-time vocational counselors; personnel practices and procedures in business organizations in the selection, training, and readjustment of office workers; how an effective commercial guidance program may be carried out in each of the different types of schools offering business education: the junior high school, the senior high school, the small high school, the teacher-training institution, the school offering adult education, the junior college, and the private school; the outside-of-classroom activities that may be utilized by commercial teachers for guidance purposes; how the teacher of each of the business subjects usually taught in the secondary school may adapt his teaching materials and procedures so as to realize the guidance objective of commercial education.

Every effort is being made by the officers and the members of the executive board to secure outstanding men and women who can make constructive contributions to the program. An attempt is being made to secure personnel directors from nationally known business organizations to conduct a symposium on the personnel practices in their respective organi-



E. C. T. A. OFFICERS AND EXECUTIVE BOARD MEMBERS

Seated, left to right: Harry I. Good, Secretary; Dr. W. R. Odell, Yearbook Editor; Sadie L. Ziegler, Executive Board; Catherine F. Nulty, President; Louis A. Rice, Past President; Arnold M. Lloyd Treasurer. Standing, left to right: Executive Board Members P. J. Harman, Peter L. Agnew, Harold E. Cowan; Clyde B. Edgeworth, Vice President; Nathaniel Altholz, Executive Board.

zations. The speakers in the departmental and subject sectional meetings are to be selected from schools that have outstanding guidance programs, where teachers are actually making use of guidance materials in their class instruction. Ample provision will be made in the convention program for the members of the audience to raise questions and to participate in the discussions.

The convention will be held at the Hotel Pennsylvania, New York City, April 8, 9, 10, and 11. Any commercial teacher may receive the privileges of the convention and a copy of the yearbook by payment of membership dues of \$2 to Arnold M. Lloyd, Treasurer, 1200 Walnut Street, Philadelphia.

The local committee, under the direction of Conrad Saphier, of the Samuel Tilden High School, New York City, is planning a very fine social program for the entertainment of all guests. Full details of this program will be published in a later issue of this magazine.

—Catherine F. Nulty, President.

Twenty-nine Years of Service

Over a quarter of a century spent in teaching shorthand in the New York Y.M.C.A. Schools is the record of F. R. Beygrau, shorthand instructor, author, lecturer, amateur photographer, and pathologist. He has been head of the shorthand department of the New York City "Y" schools since 1907, a continuous record of twenty-nine years devoted to teaching and preparing young men for positions in business.

In 1930, when the International Stenographers' Union was organized in Paris, it sought to honor by membership some of the outstanding teachers of shorthand in this country. Mr. Beygrau was elected a charter member of the organization. Only three other Americans have thus far been so honored.



F. R. BEYGRAU

Mr. Beygrau organized and directed for eight years the shorthand and typewriting department at Columbia University. He has taught methods courses at Hunter College, the University of California, New York University, and Oregon State Agricultural College, and is the author and co-author of several books on shorthand.



FRED H. BURDETT, president of Burdett College in Boston, and also of Burdett College in Lynn, died at his home in Woburn, Massachusetts, on November 29, after a brief illness. Mr. Burdett was born March 12, 1861, at Lynn.

On August 1, 1879, in association with his brother, the late Charles A. Burdett, he founded the college that bears their name. Thenceforward, his life was dedicated to the education and training of young people for business, and he felt amply rewarded in the knowledge that the thousands of young men and young women whom he trained have met the challenge of the business world and have risen to positions of trust and responsibility.

He is survived by his widow and two children, Charles Fred Burdett, of Woburn, and Mrs. John F. Garfield, of Newton, Massachusetts.

A JUNIOR ORDER OF GREGG ARTISTS

• Established by THE GREGG WRITER

TWO definite teaching problems are affected in the announcement, in the *Gregg Writer* this month, of a Junior O. G. A. Pin Award. These problems are:

1. The need for some device that will focus attention on the importance of developing a good writing style early in the shorthand course.
2. The correction of any bad writing habits before they become definitely fixed through repetition practice.

The problem of arousing and maintaining in beginning shorthand students an interest in good writing is always a major one. Some students find it hard to see what practice will do in acquiring shorthand speed. Of course, later on, when the ability to write fluently and correctly is required both for taking dictation and for transcribing accurately, the students will understand perfectly why they should have learned to *write* shorthand properly at first—and then they may place the blame for their inability to do so upon the teacher who failed to insist upon good notes at the beginning.

The O. G. A. test which has been appearing in the *Gregg Writer* can be taken by the student as soon as he finishes eight chapters in the Gregg Manual. This places the certificate in the second semester's work in many schools, after the student has had several weeks of actual writing practice, and has had an opportunity to develop writing habits detrimental to progress.

The new Junior O. G. A. Test provides an opportunity to correct poor writing habits before they become fixed.

This new test is for use early in the theory course. Since the award, like the O. G. A. Membership Certificate, is essentially a test of shorthand penmanship and does not involve principles of theory, the test is given in shorthand only.

Students should be taught to study the outlines in the test and to practice them until a smooth writing style is attained. Better results will accrue from an occasional dictation of the test in class, at a speed moderate

enough to allow the student to give proper attention to the outlines he is writing.

In criticizing specimens, teachers should pick certain "key" words for discussion. In the test for this month, for instance, should papers reveal a faulty writing of curves, the teacher, after showing the student how to write the curve properly, should pick out a few outlines—*go, have, but, would-be, people, well, big*. Point out the difference between *them* and *time*, as beginners do not always see it themselves. In taking up circle joinings, stress the importance of making a distinct difference in the size—*every, expect, he-will, abroad, may, he-will-see, he-did-not, effort, like, he-can, and I-would-say*.

You probably will find it necessary to explain that the curve for *l* and *r* must be kept up at the end—demonstrate with *living, dress, like, will, long, and life*.

If the students are not writing *v* and *j* with the proper formation and slant, drill on *have, have-had, for-a-long-time, friendly, and villages*. Show them how to make rapidly and fluently the curve strokes in the outlines for *girl, different, to-make* and *before*.

Next, you might take up the hook vowels—*boy, abroad, borrow, to-go, or, up, modes, worth, no-matter, wait*. The need to make the straight lines straight can be stressed through practice on words in the test. Be sure that the student understands *how* he is to make the outline; write it for him in big strokes on the blackboard. And, on very small outlines, if your own writing is not as good as you would like it to be, you probably will wish to practice the outlines yourself. The Teachers' Medal Test, announced in the November issue of this magazine, may be used for additional practice for style improvement.

Because the primary function of this Junior O.G.A. Test is to point out what is wrong with the student's writing before he has acquired fixed habits, specimens that do not qualify for the pin will be returned with criticisms and suggestions. These criticisms,

necessarily, must be general. They will serve as a guide to the teacher in pointing out where the writing is defective. Our explanations must be brief and technical, better understood by the teacher than by the student. We suggest, therefore, that teachers go over the returned papers with the students, explaining the criticisms in detail.

The content of the test is selected with a view to giving as many as possible of the common combinations. These letters or joinings may sometimes occur in words that the student has not yet had, because we feel that continuity and readability in the copy are necessary to maintain interest. We do not wish to make the subject matter of the test too elementary.

Teachers should not allow themselves to be drawn into discussions of theory. Point out that the penmanship practice period is for training in shorthand writing, to make the writing of the exercises in the advanced lessons easier and more satisfactory. It is not necessary that a student know the rule for writing the phrase *to-make*, if he is writing with sufficient fluency and accuracy to make a satisfactory copy of the Junior O.G.A. Test. But he should be told how to write that blend from the standpoint of fluent penmanship.

The Junior O. G. A. Writing Test is to be prepared in the same way as the O. G. A. Test. Either pen or pencil may be used. We recommend a page from a notebook with ruled lines, or any good penmanship paper. The special O. G. A. paper, sold at a nominal price by the *Gregg Writer*, may also be used for this test. Do not have your students use unruled paper; unsatisfactory work is done on it. The usual fee of 10 cents will be charged for each Junior O. G. A. paper submitted. If a paper qualifies, the official pin will be awarded; if a paper does not qualify, it will be returned with criticisms. Teachers should, as quickly as possible, learn the requirements for the Junior Award, so that they will be able to send in qualifying papers and eliminate the others.

To facilitate handling and avoid delay, the examining committee makes the following requests:

Please do not send subscription orders, monthly tests, or orders for pins with the O. G. A. Contest

Club. Mark the package containing your contest specimen or specimens "For Contest Only," or, if for O. G. A. Membership Certificates also, "For Membership Certificates and Contest." If you have monthly tests to send at the same time, please send them under separate cover to insure an earlier report.

The volume of contest material is overwhelming, and entries must be handled in the order in which they are received. Certificates will be mailed as quickly as possible, and the committee will try to make all closing dates of schools. However, to safeguard delivery of the report on your club, give your summer address as well as your school address, and tell us how late we may mail to the school.

--Florence Elaine Ulrich

An Adult Education Project

(Continued from page 401)

The Adult Education Program has four aspects: guidance, training, retraining, and placement. *Guidance* is provided by a group of trained psychologists whose objectives are to help the individual discover the work for which he is best equipped. *Training and retraining* are the instruction and practice in commercial and industrial subjects. *Placement* is made, whenever possible, in those fields for which the student has displayed the most aptitude.

The story of the first five years of the Adult Education Project in the City of New York is the story of 200,000 individuals who have profited by it and to whom academic credits are not the incentive for their efforts. There seems to be a new application of the old theory that calamities at times give birth to beneficent movements in society. The awakening, which millions of our population have experienced in their social-mindedness, has a far greater significance than those accustomed to superficial observation might see. There has been born not only an ever-increasing interest in acquiring knowledge, both cultural and vocational, but something else has come to the surface which should make our people proud of themselves. The awakening has not led to an indiscriminate assault upon extraneous elements of life, but has resulted in an intensive effort towards self-appraisal. This, in turn, has impelled each individual to seek to reform the world by first reforming himself—by acquiring more education.

FIFTY YEARS AGO AND TODAY

• PAUL A. MORELAND

Central High School of Commerce
Toronto, Ontario

This concluding installment traces commercial education's growth in Canada from the sixties to our own time

In 1862, the London Commercial College was opened under the proprietorship of Messrs. Jones and Bell. The courses advertised were extensive in nature, comprising theoretical bookkeeping by single and double entry, practical bookkeeping, commercial and mental arithmetic, Spencerian penmanship, business correspondence, dictation and spelling, lectures on business affairs, lectures on commercial law, commercial customs, telegraphy, phonography, ornamental penmanship, drawing and modeling, detecting counterfeit money, algebra, geometry, grammar, and so forth.

Comparison with University Curricula

This comprehensive array of subjects puts to shame the courses given even in a university at the same period. For example, the courses offered at Queen's College during the same year comprised only four departments of study for the whole Arts faculty; namely, (1) Classics, (2) Mathematics and Natural Philosophy, (3) Logic, Mental and Moral Philosophy, and Rhetoric, (4) Natural Science.

In this year, also, the Canada Business College was founded in Hamilton by F. N. Tennant. It is, therefore, the oldest business college in Canada. Six years later, another famous business college was opened by Samuel G. Beatty and George Wallbridge. This college, located in Belleville, known as the Ontario Business College, is still in operation.

Shortly after founding the Canada Business College in Hamilton, Mr. Tennant was joined in partnership by D. A. McLachlan, a graduate of the British American School of Toronto. In 1876, Mr. McLachlan opened a branch school in Chatham. This school,

also known as the Canada Business College, has been in active operation ever since and boasts the distinction of being the oldest business college in continuous operation in Canada.

About three years later, W. H. Shaw affiliated with Mr. McLachlan in Chatham. In 1887, Mr. Shaw established a school of his own in Stratford, calling it the Central Business College. In 1892, he formed a partnership with W. J. Elliott, formerly of the Chatham school. In 1896, Mr. Shaw, seeking broader fields to conquer, moved to Toronto, where he established a branch of the Central Business College. Mr. Shaw's school soon began to exert an ever-extending influence and for over a decade was the headquarters for candidates aspiring to the Provincial Commercial Specialists Certificate.

The *School Supplement* of March, 1884, states that there were twenty-one business colleges in Canada at that time. I shall mention only three other well-known colleges of last century. In 1879, Thos. Bengough founded his University of Commerce and Shorthand Institute; in 1885, J. W. Westervelt opened the Forest City Business College at London, and, in 1890, the Brantford Business College was established.

Historical Research is Needed

Mention has been made of only a few of the many colleges established, particularly those founded after 1870. The topic is such a broad one that only the barest mention can be made here. While I have collected considerable information on this topic from various sources, it is, at best, sketchy. I have been unable to find any article or account of the history and influence of the business college as an educational institution. Since

1921, the Bureau of Statistics, Ottawa, has been collecting data but, unfortunately, no research has been attempted. Unless such research work is done soon, a great deal of interesting and valuable information will be lost to posterity, with the result that the work and the influence of the business college of last century will be forgotten and, consequently, minimized.

By the opening of the century the business colleges had established themselves in all towns of any commercial importance and were enjoying a wide and varied patronage. They have made a notable contribution to commercial education and are continuing in their great work more efficiently and extensively than ever. They satisfied the popular demand for commercial education at a time when the state was too busily engaged in building up the framework of our educational system to indulge in specialties.

The Trials of Early Commercial Students

Let us consider the extension of facilities for commercial education in the public common and secondary schools. While the Grammar School Improvement Act of 1865 and the Grammar and Common School Act of 1871 gave some attention to commercial instruction, it was not very effective and related almost solely to bookkeeping and business forms, and mercantile arithmetic.

Previous to 1882, subjects having a commercial bias were largely centered in the fifth and sixth book classes of the public schools where such classes could be established. In 1881, only 3 per cent of the public school enrollment received such instruction. On account of the low registration in these classes and because of the unsatisfactory condition under which such instruction was given, a move was made to center such instruction in the high schools. By 1887, 82 per cent of the students were taking bookkeeping, which included single and double entry, commercial forms and usages, banking, and custom house and general business transactions.

Most schools, at this time, did not have a sufficient number of students electing the commercial option to form separate classes.

Provision was made, in 1885, for the granting of a commercial diploma to those who would choose the commercial option in addition to taking the compulsory course for second-class non-professional certificate. The commercial student of the eighties had no rosy path to tread, taking, as he did, two sets of subjects concurrently and trying two sets of examinations. Phonography was at this time an optional subject because few instructors were qualified to teach it.

Separate commercial classes began to be formed during the eighties in the largest centers only. This is the period when commercial education started out for itself, and all the important developments may be traced from this point. In 1891, provision was made for the granting of a commercial specialist certificate. The first examinations were held in 1892, but none of the candidates achieved specialist standing. At this time, no training courses were given under provincial auspices except courses in phonography and bookkeeping, which were given for two years, 1891-1892, to prospective teachers at the Ontario School of Pedagogy.

A Thorough Examination!

For the next twenty years, as I have already said, candidates preparing for these examinations had to rely for instruction either upon themselves or upon the business colleges. In 1891, there were ten papers, no less than half of them pertaining to art. Along with stenography, banking, bookkeeping, penmanship, and commercial arithmetic, candidates had to write on plane and solid geometry, and on perspective freehand drawing, blackboard and memory drawing, model drawing and industrial design. The commercial master at this time was also the art teacher. This tendency was further complicated in 1893, by adding another art paper. Thus there were eleven papers, six of them pertaining to art and related subjects. R. H. Eldon and W. H. Fletcher were the only successful candidates of this year and had the distinction of being the first two commercial specialists in Canada.

By 1895, a small group of commercial specialists had accumulated. This group

was instrumental in organizing a Commercial Section of the Ontario Educational Association. This was the first association of commercial teachers in Canada and one of the oldest, if not the oldest, in North America.

"Phonography of the Greatest Value"

One of the earliest reports on typewriting is contained in an interesting and instructive letter written by G. W. Johnson, Commercial Master of Upper Canada College, to Thomas Bengough and dated November 27, 1891. This letter was among the Bengough papers to which I have had access in recent months.

You asked what has been my experience with typewriting and shorthand in the school room.

You are aware that before coming to Upper Canada College, I was headmaster of the Public School Commercial Course, Hamilton, where I had eight years' experience with typewriting and shorthand as every day exercises in the school room. The course was two years long; there were about 350 pupils in it, and when they reached my form (the highest) typewriting was added to the curriculum. I had four typewriting machines, and generally about 40 pupils, so that each had about half an hour's daily practice in typewriting.

I valued typewriting first because of its ability as a means of winning a livelihood for the operator; but that is by no means the sole or perhaps chief value of the typewriter in the school room. The typewriters (to coin a word) invariably learned to spell accurately. Blunders in type were so glaring that pupils could not help showing and feeling ashamed of them. Compositors and proof readers are the best spellers in the world; and picking out the letters one by one on the key board is very much like the work of a compositor in picking up the metal types; and I made proof writers of all the pupils.

As to phonography, I consider it of the greatest possible value to a pupil whether he ever becomes expert in writing it or not. In the Hamilton School it was made compulsory during the first year of the course. Speed was not aimed at. The pupil was expected to have mastered the text. If he then wished to drop the subject, he could do so. During the year he had learned phonetics; he had learned pronunciation as he could not otherwise have learned it; and he had a mental discipline in no way inferior to mathematics. As a matter of fact, about one-third dropped the subject at the end of the first year. The rest were speeded and drilled in accuracy. At the end of the second year, the end of the course, all could write at about 100 words per minute—some very much faster. On the typewriters, accuracy more than speed was aimed at. Forty accurate words a minute to dictation was considered good work.

It therefore appears that Hamilton may have the distinction of giving instruction for the first time in typewriting in the fifth and sixth book classes as early as 1883. It is probably true that typewriters were made available to students in some business colleges before this, since these institutions were eager to satisfy the desires of their patrons and innovations always proved a drawing card and an advertising feature.

Typewriting as a subject of instruction cannot be said to have had official birth into our educational system until 1896, when provision was made whereby "typewriters may be furnished by the Board of Trustees for the use of pupils." By 1900, when the first report was received, 983 students were receiving such instruction.

The Royal Commission on Industrial Training and Technical Education, 1910-1912, and the Seath Report on Education for Industrial Purposes included sections on commercial education and gave a great impetus to the cause. The main result was the introduction of new and specialized courses. The establishment of a summer school for the training of commercial specialists was recommended. This became a reality in 1911.

Business Education Comes Into Its Own

It is not necessary here to dwell further on the stages of phenomenal growth enjoyed by our commercial schools. That is common knowledge. Nor need I mention the great work our universities are doing in providing specialized courses for the more mature mind and in affording an outlet for our graduates. Commercial education, once suffered a place in our public schools, once tolerated in our high schools, now has come into its own in commercial departments and high schools of commerce and has provided for the universities the most popular courses ever offered. Even the skill subjects of shorthand and typewriting have entered the portals of higher education at the University of Western Ontario, the first Canadian university to give instruction therein. These courses were established in the session of 1925-26.

I have been aware at times of a stigma that has been placed upon the intelligence

of commercial students as compared with other groups. I admit the charge is irritating even though it is without foundation. Dr. W. G. Bennett's Rapid Calculation Survey, sponsored by the Commercial Section, would seem to prove that the stigma is unjust. That our graduates are proving themselves in the sphere of higher education is borne out by the fact that the first student to matriculate into a university from a commercial high school led the first year of the Commerce and Finance Course, ranking first among some eighty students.

Economic Freedom Ahead

Business educators may look back with justifiable pride, but the vision ahead looms even more glorious. The seventeenth century gave us religious freedom, the eighteenth century gave us political freedom, the nineteenth century gave us great industrial progress and solved the big problems of production, but as we look forward in this, the twentieth century, we see visions of a great economic freedom.

Even the most casual observer of current world problems, trends of social thought, and the causes of social unrest can but conclude that our problem is one, not of production, but of distribution. People are thinking, as never before, in terms of economics. Economics is to be introduced into the high school curriculum if present rumors are basically sound. Academic schools are about to take unto themselves a part of our curriculum—a curriculum that was once spoken of as being meant for inferior and bread-and-butter beings. Practical education is the demand of the times, and a sorely tried world is clamoring for practical men to solve the great problems of the day. The challenge of the twentieth century is direct and clear. The work of the business educator stands paramount as it never has before. It demands enthusiastic, ethical, and intelligent teachers and the best class of students our great country can provide.

While it may be interesting to look backward and trace some of the high lights of our progress, we can and should face the future to see what it may have in store for

us. What of the future of our commercial schools? How can we maintain and further our progress and at the same time press onward to new and probably more ambitious goals? Let me make a few suggestions, as food for thought.

"A Consummation Devoutly to be Wished"

1. There should be more co-operation between the commercial school and the business man. Our students graduate into business offices to carry responsibilities for which they have been trained. Is the business man satisfied? Have we emphasized the essentials? Is our product acceptable or not? The requisites of business should be met by our graduates, just as the requisites of the universities are met by those securing admission.

2. A recognized academic standard should be established to guide the business man in his choice of applicants. At the present time we have as many types of graduation diplomas as we have schools, and the business man must choose after a hit-or-miss fashion. While there is much to be said in favor of rugged individualism in schools, a degree of control is almost essential if best results are to be obtained. The setting up of standards for a junior and senior commercial graduation diploma would improve the standards of graduates and yet could be so arranged as not to interfere unduly with individualistic tendencies and local requirements. It seems somewhat anomalous that we should have a rather formal standard for matriculation for the benefit of a comparatively small percentage going on to the university, but no standard for the high percentage of commercial graduates who will ultimately find their way into business.

3. Courses in vocational guidance should be given to all students by a properly qualified teacher. We talk about misfits and about the foolishness of trying to fit square pegs into round holes, but what has been done about it? If it were possible to collect data and estimate the loss of time and money due to the maladjustment of students in our educational system, and the consequent loss of workers in our professional, industrial and mercantile pursuits, the day might be hastened when something constructive would be accomplished.

4. The commercial school of tomorrow should not be narrowly utilitarian in its curriculum. While we may feel our responsibility in training for business, we must not forget that we are also training for life and citizenship. Teachers must be aware that ethics is not an obsolete study. The experience of the past few years emphasizes the need of readjustment in this respect. Our curriculum should be so adjusted that our commercial schools will only fulfill their proper function when they turn out a graduate ethically conscious, with an appreciation of culture, physically sound, and equipped with a proper appreciation and understanding of business procedure.

THE HANDY HANDICAPPED

• WALTER M. POROSKY

Professor of Typewriting,
Detroit Institute of Technology
Detroit, Michigan

Suggestions for the teaching of
typing to students who are un-
daunted by physical handicaps

HE dragged himself into the typing laboratory on two crutches. Strips of metal showed below his trousers' legs, braces giving his twisted legs their only support. But there was the smile on his face which I learned to know was meant. It was the reflection of Donald Bash's philosophy of living, a cheerful, hopeful, happy philosophy. His eyes were pleasant but determined. Direct eyes, friendly eyes, but eyes which asked for no sympathy and appreciated help. Donald Bash would stand on his own feet, even though those feet were aided by two crutches.

I was curious to know what he wanted of me. A letter to be typed, I thought. He presented his card. I read it and knew that he had enrolled for typing. It was a new experience for me, but I was not dismayed until I noticed his hands. Both were crippled by infantile paralysis. Typing is done with the hands, and how was he to type without normally functioning hands?

Special Planning for Unusual Cases

It was embarrassing for me. How was I to treat him? I knew that most cripples are sensitive about their condition. I didn't want to tell him that you needed good hands with which to typewrite, and yet I didn't want to have him begin to learn the technique only to find out again that he was handicapped. All his life he had been and would be reminded of that fact. I tried to treat the situation normally. In my training as a teacher I had been told by my philosophy teacher to meet all classroom situations as if they were ordinary and expected. However, I soon found that all my doubts were needless. Donald knew, as well as I, that two hands were used by most people in type-

writing, but nevertheless he wanted to know how to type, if it were at all possible for him to learn. He himself told me about his hands after he was seated before the typewriter.

He knew that to type as other students typed was impossible for him, but because he had been given at Tech what we say we give students, help and consideration, he was confident that I would help him solve his typing problem. His confidence and frankness gave me assurance, and his cheerfulness put me at ease. And so we made an inventory of what he had to offer for training in typewriting.

His left hand was almost normal, but it was impossible for him to support it over the keyboard. It was twisted so that the foot of it had to rest on the lower frame of the typewriter. The anathema of positions for typing teachers! But he could use all four fingers and thumb. His right hand did not offer so much. He could use only the forefinger and the thumb. The other fingers could not be straightened away from the palm of this hand.

Our job was, of course, to divide the keyboard so that five fingers and one thumb could do the work of eight fingers. After some experiments we arrived at this division:

Left Hand	Right Hand
2 3 4 5 6 7 8	9 0 -
q w e r t y u	i o p ;
a s d f g h j	k l ; c
z x c v b n	m , . /

The left hand was placed so that the guide keys were s-d-f-g, and the one finger on the right hand used the l-key for its initial position. The thumb on the right hand was

given the task of typing the letter "m". An Underwood typewriter was used; this gave the left hand the back spacer, the shift key, the tabulator key, and the carriage return to work. The right hand worked the shift lock, the margin release, and the space bar. And so Donald began to typewrite.

Self-help for the Ambitious

Because of his patience, willingness, perseverance, and courage he mastered the touch system of typing. He never will typewrite with a high rate of speed, but today he can pound away at his typewriter accurately at a speed of thirty-five words a minute. He can typewrite letters neatly, and he hands in all his schoolwork typewritten. Donald is going to be a lawyer some day. His ability to typewrite will allow him to write his cases for classwork on the typewriter, and more than that, when he goes out into the world to look for a job, he need not ask for charity. Until such time as he can hang out his shingle, Donald Bash can earn his living in a law office by the use of his fingers. He need ask for no favors, and he can continue to look the world in the face with direct, smiling eyes. He is now helping to work his way through school by doing typing work.

Since my first experience with a handicapped student I have had several who have successfully mastered the technique of touch typing. There was Tom Carrington, another victim of infantile paralysis, who also studied for the law. He could use all his fingers but could not support his hands over the keyboard, and he had to have two supports made and attached to the typewriter, so that his fingers could be made useful. Then there was the student with only one hand, his left. The right was a useless stump, cut off at the wrist. He learned to manipulate the whole keyboard with one hand, and is now happily touch-typewriting at a speed of over twenty words a minute, and is improving his speed constantly.

Did you ever try to typewrite with the middle finger of your right hand held out stiff and useless? It can be done and done well as proved by another of my handy handicapped. The forefinger was given the double duty of typing its own and the middle finger's keys.

As I am writing this I see Charles Von der Becke, a hunchback, well along in his present typing exercise. Because of his handicap Charles could not reach the typewriter easily. He had to stretch his arms up almost even with his shoulders, an awkward typing position to say the least. A table was found that would bring the typewriter down to normal position in front of him, and because of his determination to learn the technique of typewriting, his concentration on his work makes him oblivious of the fact that he cannot work as do the others of the class.

Mutual Endeavor Gives Confidence

The state sends many of its students to Detroit Tech for rehabilitation because here we do not just "put up" with them, but take an honest interest in their training and education. This is not a school for cripples, but a school for men. All the students realize that it is a handicap that has brought them there, and they are too busy overcoming their individual handicaps to stare, or notice mere physical handicaps of other students. It is this atmosphere of mutual endeavor on the part of faculty and student body that gives our handy handicapped confidence that they can achieve if they try.

If there is any moral in this article it is this: Any student can learn to typewrite fast and accurately enough so that the technique can be used in schoolwork, and also can be used as an aid in getting that first job after getting out of school. There is no better recommendation for the job-hunting student than the statement, in the letter of application, that the applicant can use a typewriter. Encourage your handicapped to become handy handicapped by teaching them to typewrite.

Next Month: Frederick G. Nichols, "A Sound Philosophy of Business Education"

Convention and Conference Meetings

Tri-State

THE Tri-State Commercial Education Association met at Frick Training School in Pittsburgh, November 22 and 23. On Friday evening, teachers gathered informally to see the exhibits.

On Saturday morning, after a brief business meeting, Dr. Elmer G. Miller, Director of Commercial Education of Pittsburgh, welcomed the group; and Dr. Charles R. Foster, President of Indiana State Teachers' College, Indiana, Pennsylvania, gave a very pleasing and informative talk on his "Political, Social and Educational Observations in England."

Sectional meetings covering the subjects of business arithmetic, economics, salesmanship, general business education, bookkeeping, penmanship, commercial law, business English, shorthand and typing, and commercial extracurricular activities followed and were well attended. An unusual number of principals and administrators were present to hear Dr. James N. Rule, former State Superintendent of Public Instruction, discuss "Administration of Commercial Education."

Departing from its usual custom of having but one session on Saturday, the Association arranged an afternoon meeting for shorthand and typewriting alone, a meeting that proved highly successful, reflecting much credit upon Miss Elizabeth Hoover, Secretary of the Association, who arranged the program, (see page 203, November issue), ably assisted by A. E. Drumheller, of Latrobe, Pennsylvania, as chairman. Between five and six hundred people attended this meeting and enjoyed the demonstration of typewriting by Albert Tangora, the World's Champion Typist. Professor D. D. Lessenberry pleased his audience, as usual, with a masterful discussion of typewriting teaching.

A newcomer to the Tri-State Association, Miss Lola Maclean, Educational Director of Detroit Commercial College, spoke ably upon shorthand; and one of her pupils, Miss Helen Dols, demonstrated high-speed shorthand

writing, fascinating the group to such an extent that many stayed after the meeting to see her demonstrate her ability further in a smaller classroom.

On the whole, the meeting was most successful, made so by the support and cooperation of enthusiastic commercial teachers from the Tri-State area, together with guests and speakers who came from greater distances.



CLARISSA HILLS

Miss Clarissa Hills, head of the Commercial Department of the Johnstown (Pennsylvania) High School, and president of the Association, has the distinction of being the first woman to serve the Association in that capacity. Ably assisted by the other officers, Miss Hills is carrying the Association to greater achievements which are being reflected in higher standards of accomplishment in the classrooms of its members.

Southwestern

THE Southwestern Private Commercial Schools Association held its Seventh Annual Convention at Dallas, Texas, November 30. About 150 members from the states of Texas, Oklahoma, Louisiana, and Arkansas attended the general sessions. President C. W. Stone, of Hill's Business University, Oklahoma City, was convention chairman. The subjects and the speakers were:

Address of Welcome: W. H. Miracle, Manager, Draughon's Business College, Dallas, Texas.

Response: Charles Wesley Parish, Secretary, Draughon's Business College, San Antonio, Texas.

"What Shall We Do to Be Saved?" Dr. James Ulmer, Member Board of Regents, Texas State Teachers' Colleges and Dean, Tyler Commercial College, Tyler, Texas.

"Should Prize Scholarships Be Offered to High School Graduates?" Leader: A. S. McClendon, President, Draughon's School of Commerce, Jackson, Mississippi.

"Tuition Rates—The Practice of Publishing One Rate and Charging Another." Leader: Allen Moore, President, Chillicothe Business College, Chillicothe, Missouri.

"How Can Private Commercial Schools Meet the Competition of Free Vocational Training Offered by the Government in Public Schools?" Leader: Gerald B. Batte, President, Baton Rouge Business College, Baton Rouge, Louisiana.

"Are Private Commercial Schools Abreast of Modern Business Requirements?" Leader: Miss A. M. Suhr, President, Massey Business College, Houston, Texas.

"Modern Business Letter Writing," H. H. Coone, President, Draughon's Business College, Nashville, Tennessee.

"Some Observations and Admonitions," L. C. Russimel, Gregg Publishing Company, Chicago.

"Progress in Commercial Education," J. F. Sherwood, Southwestern Publishing Company, Cincinnati.

"What Step Should the Private Commercial Schools Take Regarding the Government Educational Program for the Training of Youth?" B. F. Williams, President, National Association of Accredited Schools and President, Capital City Commercial College, Des Moines, Iowa.

A special session was held for teachers who were interested in better methods of teaching shorthand and typewriting. At this session R. G. Cole, of the Gregg Publishing Company, spoke on the "Functional Method of Teaching Gregg Shorthand."

New Officers Elected

The following officers were elected for the ensuing year:

President: J. D. Miracle, Draughon's Business College, Abilene, Texas.

Vice President: J. E. George, Enid Business College, Enid, Oklahoma.

Secretary-Treasurer: Miss A. M. Suhr, Massey Business College, Houston, Texas.

Directors: Past President, C. W. Stone, Hill's Business University, Oklahoma City; J. T. Hamilton, Draughon's Business College, Little Rock, Arkansas; C. W. Reed, Brantley-Draughon College, Fort Worth, Texas; Allen Moore, Chillicothe Business College, Chillicothe, Missouri; George A. Meadows, Meadows-Draughon College, Shreveport, Louisiana.

Instructors' Division: *President:* T. Max Davis, Massey Business College, Houston, Texas; *Vice President:* Mrs. H. A. Galloway, Norton's Business College, Shreveport, Louisiana; *Secretary-Treasurer:* Mrs. Nell Tarver, Meadows-Draughon College, Shreveport, Louisiana.

New England

MORE THAN 300 teachers attended the 33rd annual meeting of the New England High School Commercial Teachers' Association held November 23, at the Salem (Massachusetts) State Teachers College. The president of the association, Clifton W. Hastings, of Central High School, Manchester, New Hampshire, presided at the general session, at which the principal speaker was Dr. Payson Smith, Commissioner of Education for the State of Massachusetts. Doctor Smith spoke on "Commercial Education for a New Economic and Social Order." He gave many practical suggestions for making more effective the teaching of commercial subjects.

The sectional programs were most timely, and both chairmen and speakers deserve much praise for the worthwhile-ness of the convention.

A royal welcome was extended the members by A. Hugh Sproul, Director of Commercial Teacher Training at the Salem State Teachers College, and his committee. The program follows:

Bookkeeping Section: Chairman, Eliot R. Duncan, Head of Commercial Department, Holton High School, Danvers, Massachusetts. "Preparation and Use of the Working Sheet," A. Hugh Sproul; "Form and Content of Financial Statements," Professor Atlee L. Percy, Head of Commercial Education Department, Boston University; "Fundamental Issues in the Teaching of Junior Business Training," Frederick G. Nichols, Professor of Education, Graduate School of Education, Harvard University; "The Future of Bookkeeping and Accounting in our New Social Order," A. L. Prickett, Professor of Accounting, Indiana University, Bloomington.

Secretarial Section: Chairman, Paul M. Boynton, Head of Commercial Department, Central High School, Bridgeport, Connecticut. "What Future Has Shorthand?" Dr. Paul S. Lomax, Professor of Education, New York University; "Diagnostic Testing in Typewriting," Mrs. Esta Ross Stuart, Instructor in Commercial Education, Teachers College, Columbia University; "The Functional Method of Teaching Gregg Shorthand," Charles Zoubek, The Gregg Publishing Company, New York City.

Social Business Subjects Section: Chairman, Marion F. Woodruff, Head of Commercial Department, Gloucester, Massachusetts. "The Importance of Economics in the High School Commercial Curriculum," Hubert B. McDonough, Head of Commercial Department, Central High School, Manchester, New Hampshire; "Problems of Democracy: Its Place in the

Curriculum," Thomas C. Barham, Jr., Framingham High School, Framingham, Massachusetts; "The Teaching of Economic Geography in the High Schools," Z. Carleton Staples, Dorchester High School for Boys, Dorchester, Massachusetts.

General Meeting: Address of Welcome, Dr. J. Asbury Pitman, President of State Teachers' College, Salem; Greetings from the Eastern Commercial Teachers' Association, Catherine F. Nulty, President; "Commercial Education for a New Economic and Social Order," Dr. Payson Smith.

New Officers Elected



PAUL M. BOYNTON



MILDRED J. O'LEARY

The following officers were elected for the ensuing year:

President: Paul M. Boynton, Central High School, Bridgeport, Connecticut.

Vice Presidents: Eliot R. Duncan, High School, Danvers, Massachusetts; Mildred J. O'Leary, High School, Swampscott, Massachusetts.

Secretary: William O. Holden, High School, Pawtucket, Rhode Island.

Treasurer: Ray Burke, High School, Arlington, Massachusetts.

Assistant Treasurer: Edgar Lakey, High School, Newport, Rhode Island.

N.E.A. Membership Drive

THE membership campaign for the Department of Business Education of the National Education Association is now well under way, with an active chairman in each of the forty-eight states, who, in turn, is working with an enthusiastic group of district representatives appointed to make the personal contacts with teachers. Enrollments in the Department for 1934-1935 were practically doubled over those of the previous year, reaching a total of 1,500. Enthusiastic reports from many of the state chairmen and

incoming remittances to the secretary-treasurer's office indicate that a similar feat is likely for 1935-1936, if business teachers continue their active support. Apparently the N.E.A. Department of Business Education has the doubling habit!

The objective of the administrative officers, board of directors, and active members of the Department is to further perfect an organization through which the fine work of local, state, and regional business education associations may be supplemented and perhaps better correlated on a national basis. One of the newer services to be initiated in this direction is the publication of the *National Business Education Quarterly*, under the editorship of Herbert A. Tonne, of New York University. It is now entering its fourth year. Business teachers and others who are interested in better business education are urged to send their membership fee of one dollar to the secretary-treasurer, Mrs. Frances Doub North, Western High School, Baltimore, Maryland, in order that they may receive all issues of the *Quarterly* for the current year. President Raymond C. Goodfellow, Director of Business Education, Newark, New Jersey, ordered one thousand extra copies of the October number in a moment of optimism, but the supply is dwindling rapidly already.

The membership campaign for 1935-1936 is being directed by the Association's First Vice President and National Chairman, Ernest A. Zelliot, of the University of Denver School of Commerce, in cooperation with three regional chairmen: John G. Kirk, Director of Commercial Education in Philadelphia, for the Eastern Division; Lola Maclean, Detroit Commercial College, Detroit, for the Central Division; and Jessie Graham, San Jose State College, California, for the Western Division.

Here is a specimen of the types of notices that are helping put the campaign over:

Join the N. E. A. Department of Business Education

(Bulletin notice sent out by C. D. Cocanower, Junior College, Phoenix, Arizona.)

Last year Arizona had twenty-eight members. That's fine! In fact, when considering the number of members in proportion to state population, only the District of Columbia and Nevada were better.

Here's why it is to your advantage to help us double the national membership this year.

1. The *Quarterly*, itself, is worth the dollar it costs you to join. And better still—the more members, the bigger and better the *Quarterly*. In 1934-35, 100 per cent of the membership dues collected, and more, was expended for the *Quarterly*. Limited advertising takes care of the other costs.

2. We need a more tightly knit organization of business teachers. There are approximately forty-five thousand teachers of business subjects in the United States; fifteen hundred of them are members of this department. A few years ago there was a national survey of secondary education, the reports of which scarcely mentioned business education, although nearly one-third of all high school students are enrolled in business courses. We cannot help but feel that, had we been represented by a strong organization at that time, we should have been recognized as an important part of secondary education. Too many times we sit back and expect the other fellow to fight our battles. He can't do it unless we give him our support.

Many Arizona subscriptions have already been sent in. If you haven't sent yours, use the enclosed blank today. Help us keep Arizona at the top!

Southern B.E.A.

THE 13th Annual Convention of the Southern Business Education Association met at Richmond, Virginia, November 28-30. The president of the association, Professor B. Frank Kyker, Director of Commercial Teacher Training at Woman's College of the University of North Carolina, Greensboro, presided. With this meeting, he completes two years of service as president of the association. Professor Kyker was recently honored by the professional and business men of Greensboro through his election as president of the Exchange Club of that city. He is also president of the Business Men's Bible Class of the Church of the Covenant and active in Boy Scout work.

The program was carried out as announced in the November, 1935, issue of this journal (page 221). The following officers were elected for the ensuing year:

President: Dr. J. H. Dodd, State Teachers College, Fredericksburg, Virginia.

First Vice President: Prof. S. E. Cranfill, Bowling Green College of Commerce, Bowling Green, Kentucky.

Second Vice President: Ray Abrams, Principal, Samuel J. Peters High School, New Orleans, Louisiana.

Treasurer: Betsy H. Morton, University High School, Lexington, Kentucky.

Secretary: Clyde W. Humphrey, Western Carolina Teachers College, Cullowhee, North Carolina.

Editor, Modern Business Education: Prof. A. J. Lawrence, University of Kentucky, Lexington.

EXECUTIVE BOARD: *Alabama:* Mrs. Gertrude G. DeArmond, Wheeler Business College, Birmingham. *Arkansas:* Dr. Charles Clifton Fichtner, Dean, School of Business Administration, University of Arkansas, Fayetteville. *Florida:* Prof. J. D. Copeland, University of Florida, Gainesville. *Georgia:* A. B. Liles, Commercial High School, Atlanta.

SECTION OFFICERS

PUBLIC SCHOOL: *Chairman:* Harold Gilbreth, Winthrop College, Rock Hill, South Carolina. *Vice Chairman:* Mrs. Susette Beale Tyler, Thomas Jefferson High School, Richmond, Virginia. *Secretary:* Grace Titman, Atlanta Opportunity School, Atlanta, Georgia.

COLLEGE AND UNIVERSITY: *Chairman:* Dr. Thomas W. Noel, Winthrop College, Rock Hill, South Carolina. *Vice Chairman:* Fannie B. Harrington, Georgia State College for Women, Milledgeville. *Secretary:* Edith Hess, Northwest Mississippi Junior College, Senatobia, Mississippi.

PRIVATE SCHOOL: *Chairman:* C. A. Croft, President, Croft Secretarial and Accounting School, Durham, North Carolina. *Secretary:* Georgia McCutchen, Roanoke National Business College, Roanoke, Virginia.

The members of the association were enthusiastic in their praise of the administration of the convention and the high quality of the addressess. The BUSINESS EDUCATION WORLD will publish in full the address by Dr. Herbert A. Tonne, of New York University, on "Fallacies in Commercial Education."

The executive board voted that the association become affiliated with the National Council of Business Education. Atlanta, Georgia, was selected as the meeting place of the 1936 convention.



J. H. DODD

Business Education Calendar

January

3 Florida Commercial Teachers Association, Orlando.

11 Commercial Education Association of New York City and Vicinity, New York City.

THE IDEA EXCHANGE

• Edited by HARRIET P. BANKER

This month's Exchange is devoted to practical ideas on grading and the keeping of student's records

EDITOR'S NOTE:—Miss Jessie Graham, already known to our readers through her interesting and helpful book reviews, starts the ball rolling for the Idea Exchange's new series on checking, grading, and record-keeping systems.

Miss Graham's contribution will be followed in succeeding issues by other articles on these important phases of the teacher's work.

Have you a "pet" system? If so, won't you write us about it? Contributions will be most welcome.

Grading and Record Keeping—Do They Bring You Joy or Grief?

ALTHOUGH teachers are not rated upon the quantity and quality of the grading they do, these features of their work have a decided effect upon their teaching and their daily lives. Now and then, you find a principal who rates his teachers upon the neatness and completeness of the record books which become part of the school's permanent records. As a rule, however, each teacher is a law unto himself in the matter of grading and record keeping.

As a result, we see great variations in the work of the teachers in a single school. In one school for example, the Misses A, B, and C and Mr. D teach typewriting.

Miss A doesn't bother much about grades. The pupils check their own papers. She keeps just enough records to be able to give grades of some sort on report day.

Miss B checks only test papers purporting to be perfect. She has each student make a "table of contents" for each group of papers handed in at bi-weekly or monthly intervals. She records grades during school time. She argues that she is a better teacher, because she takes no papers home and enjoys evenings and week-ends, than if she came to class exhausted from reading papers the evening before.

Poor Miss C works twice as hard at her teaching as any of the others. She takes piles of papers home each evening and reads every word the students have written. She has no time to go on pleasure trips during the week-end. She stays home and corrects papers, worrying meanwhile about the errors her pupils make.

Mr. D has his papers corrected by pupil committees and has all records made by pupils. It is possible for all these teachers to receive equal ratings, especially from an academically-minded principal who does not measure the results attained, but who is concerned with such matters as cooperation, appearance, discipline, and school housekeeping. All these are, of course, valid bases for teacher rating. A test of pupil performance, however, would indicate great differences in the results attained by these teachers.

It is neither fair nor scholarly to reason from extreme and isolated cases. However, in these instances, pupil performance tests indicate that the teaching of Miss B and Mr. D is superior to that of the Misses A and C. It would be possible, it is true, to select four other teachers and get an entirely opposite report. In these cases, Miss A is not vitally interested in her teaching. She

does just enough to "get by." Miss B is enthusiastic about her teaching and believes in herself. She is able to inspire her students and to maintain the pupil attitude that it will not do at all to hand in poor work to her. Miss C is so tired from correcting papers and so worried about errors that she generates a spirit of nervousness and tenseness in her students. With all her worry and work, her pupils stand much lower than Miss B's in any competitive test.

Mr. D is an expert typist. He saves his energy for drills and demonstrations. His pupils do well in competitive tests.

These cases may not be typical. However, they show that overconscientiousness in grading is not a sure road to satisfactory pupil performance.

These examples have purposely been taken from the teaching of typewriting, as grading and records are especially necessary in these classes. All of us could give examples of carelessness and conscientiousness in grading and record keeping in the teaching of other subjects. At one extreme is the teacher in a large high school who keeps no records, marking each report card from "memory"; at the other, the teacher of English who has recently had a nervous breakdown caused by overwork—almost all her work consisting of grading papers.

In the following paragraphs, there are a few ideas on correcting papers, assigning grades, and keeping records which may furnish food for thought, with the idea of making these activities a joy instead of a grief; or, at least, developing "discretion" in performing them.

Correcting Papers

A little forethought on the part of the teacher will eliminate some of the irksome labor of grading. For example, all answers to questions may be placed on one side of the page. In fact, a definite system for the arrangement of papers is a help in correcting them.

Some of the schemes used in correcting papers are: (1) pupils exchange papers; (2) a committee of students does the correcting; (3) pupil assistants correct papers; (4) a

paid reader performs this task; (5) the teacher reads each paper; (6) the teacher takes a sampling for grading purposes; (7) the teacher reads papers after students have corrected them.

A combination of all these methods is probably the best plan to follow. A few of the advantages and disadvantages of each are set forth here.

1. Pupils Exchange Papers. This scheme saves much teacher time, but, in many instances, wastes pupil time. As a rule, answers are read so rapidly that no educational value accrues to the pupil.

If this plan is followed, it is wise to have all papers passed to the front of the room. Papers from one side of the room may be distributed to the other side for checking. If pupils exchange papers with neighbors, careful correcting is not done, because of the supervision of the person whose paper is being corrected or the desire to please a neighbor. If, however, the corrector remains anonymous, he will be more likely to mark errors. If you believe in this scheme for correcting papers, visit a class where it is being done and notice the effectiveness of the grading.

An exception to this point of view, however, is made in the case of tests for which printed answer sheets are provided. Each pupil may then check at his own rate and may have an opportunity to learn something about the subject while he checks.

2. Committees of Students. The appointment of committees of students for the purpose of grading papers has advantages and disadvantages. If the memberships of the committees are changed frequently, some inefficient pupils appear on each committee. On the other hand, if the committees are made up entirely of dependable and careful pupils, there is danger of exploiting these pupils beyond the point where they receive any educational value for their services.

3. Pupil Assistants. In some cases, teachers select one or two pupils to grade papers. The pupils apparently enjoy this work and, in most instances, are careful to mark all errors. That is, the type of pupil who enjoys grading papers will be likely to do a thorough job. This plan, however, has the great disad-

To encourage the exchange of helpful ideas, a three-year subscription to the B. E. W. will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

vantage of exploiting the student and requiring more of his time and attention than may be given profitably to this activity.

4. *Paid Reader.* The paid reader, if carefully selected, represents, of course, a solution to this problem. However, few teachers feel justified in spending the money necessary to pay a reader.

5. *Teacher Reads Each Paper.* This plan is not fair to the teacher unless the work handed in is so designed that only a fraction of the pupil's work is read. For example, some teachers give very brief tests during each period and then read all papers.

As a rule, however, the teacher cannot possibly read all the student has done and be rested for the work of the next day.

6. *Sampling.* A fairly satisfactory scheme is the sampling one. For example, in a transcription class, all letters and articles transcribed are handed in each week. The teacher selects, by chance, three or four for careful reading. The student's weekly grade is based upon those read. In a shorthand class, the teacher selects at random certain pages of homework to be graded for penmanship and for accuracy of outlines. The disadvantage of this plan is that students may feel that the element of chance was a large factor in the grades received.

7. *Students Correct—Teacher Reads.* Proofreading of one's own work has been mentioned by business men as an important element in business education. An ideal plan is to inculcate in the pupils the habit of proofreading everything they do, to check their proofreading, and to penalize them for errors in proofreading just as much as for errors in performance. This scheme, of

course, involves a rereading by other pupils or by the teacher, with all the disadvantages mentioned for those plans.

Assigning Grades

After papers are corrected, the work of assigning fair grades begins. Teachers who have had courses in tests and measurements have received help in translating scores into grades.

Pupils appreciate knowing definitely what is expected of them. One teacher posts in his room a description of the A, B, C, and D pupil. Other teachers use assignments planned for students of varying degrees of ability. Such an assignment will include a minimum for passing, with definite achievements or activities designated as yielding higher grades.

Other things being equal, the teacher's records should be as simple as possible. Planning the records for a semester or a year in advance will help the teacher to avoid the pitfalls of elaborate records.

Students enjoy keeping their own records and thus competing with themselves. This is especially true of graphs showing typewriting speed and accuracy, and of "progress charts" for bookkeeping. Teachers sometimes prepare records to suit individual situations. Such a chart was published in *The American Shorthand Teacher*.¹ The record is kept by both student and teacher.—*Jessie Graham, Ph.D., Associate Professor of Commerce, San Jose, California.*

¹Harrison Trautmann. "Student-Teacher Cooperation in Typewriting," *The American Shorthand Teacher*, May, 1933, pp. 370-371.

Watch for our Bookkeeping Methods Exchange, to be conducted by
James A. McFadzen, head of the commercial department of the Lindsay
(California) High School. Another B. E. W. Service.

BUILDING TRANSCRIPTION SPEED FROM 15 TO 45¹

• B. H. HEWITT, B.A., B.Paed.

Northern Vocational School
Toronto, Ontario

TRANSCRIPTION has its root in three important subjects in our curriculum—shorthand, typewriting, and English. How many students can spell as automatically as they can write shorthand? I suggest that our students be not asked to learn so many words, but that they learn more thoroughly the meaning and the spelling, as well as the shorthand outlines, of the 5,000 most-used words. If typing teachers and English teachers could cooperate with shorthand teachers in the use of these words, their cooperation would help greatly in speeding up transcription.

An average of a large number of errors made by our transcribing students shows that 34.6 per cent of the errors are shorthand errors, 30 per cent are typing errors, 20.6 are English errors, and 14.8 per cent are omissions. According to these results, one of every five errors made was an error in English.

Transcribing on the typewriter should not be attempted until the typing habits are thoroughly fixed and automatic. The student should be typing at the rate of at least 30 words a minute and a rate of 40 words would be better.

In a typing experiment which I conducted about a year ago and in which one-half of the classes worked on budgets of lines of words repeated ten times accurately and the other half worked on paragraphs repeated five times (in all, about the same amount of work), the results showed that repeating lines of words accurately ten times definitely cut down the students' errors and increased their speed. Repeating the paragraphs five

¹Excerpts from stenographic transcript of an address delivered at the Sixth Annual Conference of the Canadian Gregg Association, November 2, 1935, London, Ontario. Mr. Hewitt is president of the association.

times increased their speed more, but their errors were more. It appears that a combination of lines and paragraphs would give the best results.

Our conception of modern psychology has taken many of us far away from drill. Modern psychology, however, states that as long as drill is meaningful and purposeful, and as long as beneficial results are apparent, it is effective.

A student should be taught to write shorthand rapidly from the start. In preparing his daily assignment, the student should always have printed shorthand from which to copy. I believe all exercise material should be written in shorthand. Try this experiment yourself—give your students a shorthand plate to write three times without reading it first. Next day, give them a similar assignment and tell them to read the plate three times without writing it. I have found that my students will write the two assignments in class with about the same degree of accuracy. On the third day, have the students read the plate three times and then write it three times, and I am sure you will notice a big difference. My own classes cut their errors down to almost none by doing their home work that way. The student should be made more and more conscious as he proceeds with his training that only a perfect transcript is acceptable and that promotions and increases in salary come with increase in stenographic efficiency.

In our classes a transcription test is taken once a week. The students are allowed only ten minutes to transcribe. Before the end of the year, we expect them to transcribe at the rate of 45 words a minute. The fourth-year class, which has six or seven periods a week in the typing room, should devote two periods to typing theory or secretarial practice,

one for speed development and speed testing, three for transcription practice, and one for a transcription test. The material used for one of the transcription practice periods should be shorthand plates; and for the other two periods, the students' own notes from class dictation.

I believe that the marking of transcription by pupils is better if the marking is closely supervised by the teacher. The teacher soon learns which papers should be examined

closely and which may be checked hastily. The pupil needs this training in checking. He must learn to check things very carefully before his training is completed. I believe that the student should be asked to read his shorthand over before typing it. When he starts to write, he should be taught to keep his eyes on the shorthand and try to type evenly and freely and straight ahead, concentrating on the thought of the transcript.



W. F. Marshall, Past President of the Canadian Gregg Association and Principal of the Westervelt School, London, Ontario; Doctor Gregg; Dean K. P. R. Neville, University of Western Ontario, London.

NOTABLES AT CONCLAVE OF CANADIAN GREGG ASSOCIATION



Professor P. H. Hensel, M.B.A., University of Western Ontario; Mr. Marshall; J. C. Powell, B.A., Beal Technical and Commercial High School, London, Ontario.

EDUCATORS SNAPPED IN INFORMAL POSE



Professor C. E. Walker, C.A., B.Sc., Associate Professor of Commerce, Queen's University, Kingston, and author of "Accounting Principles and Bookkeeping Procedure"; Doctor Gregg; and Professor Hensel.

TYPING MASTERY DRILLS

• HAROLD J. JONES

Head, Commercial Department
Thomas Jefferson High School
Council Bluffs, Iowa

The third installment of a new series
of useful alphabetic typing drills

LETTER E

DRILL 1--ea eb ec ed ee ef eg eh ei ej ek el em en eo
ep eq er es et eu ev ew ex ey ez

DRILL 2--each ebb echo edge eel effect egg eh eight
eject eke elbow embank enable eolian epic equal ere
estate ether European evade ewer exit eye Ezra

DRILL 3--eat attic earl, exalt begin ebon, equal cater
echo, egg dumb edit, earth effort eery, ebb fill effigy,
eclipse garb ego, ear habit eho, ease ill eider, easy
judge eject, elder kill eke, elf lard elect, else
mince empty, emblem numb end, enemy out eolithic,
enlist pear epicure, epilog quack equal, ere rapid
erase, errand settle escort, error tub ethics, essay up
eulogy, etch very ever, evade wedge ewe, ever xenia
exalt, every yodel eye, evil zone fez

DRILL 4--even went rest revive reed reward review
redeemer weeder dew drift wretched ear eddy edge erst
erode error wear where weed wed 3 weeks 3 deer dead 3
deed defer devise dew wad wade warp ward 3 wars

LETTER F

DRILL 1--fa fb fc fd fe ff fg fh fi fj fk fl fm fn fo
fp fq fr fs ft fu fv fw fx fy fz

DRILL 2--face fb fc fd fear affect fg fh fiance fjord
fk flag fm fn foam fp fq free cliffs lift full fv fw fx
fy fz

DRILL 3--fame arid fair, fib bake fabric, fume cake
fact, false dead fed,feat emit feet, fist fore raffle,
faith giddy fig, fate hurt fight, fence ice fist, felt
jug fjeld, fire kiss flick, fill low flow, flame munch
fume, fix now fun, fit oasis foam, flat piece flop,
few quail quaff, fester round frieze, for stump fast,
forest terror fat, fox ulcer full, free vim fever, fuel
wit few, fuss xenon fix, full young fye, four zinc
fizz

DRILL 4--rut refer refuse ridge tool gravity dense group
vat craft very flecked food favor fear fed fever fig
firm gad garnet garth tag taffy tardy target dart dare
defy dagger vagary vade vary verb verdant verify verge

A SHORTHAND EXAMINATION

• PAULINE SHELLEY TALMAGE

Head, Stenographic Department
Wenatchee Business College
Wenatchee, Washington

Covering Chapters I through VI of the Manual and prepared by a teacher who is obtaining superior results

THIS examination is to test the student's knowledge of brief forms and their derivatives. It has a threefold use.

The first use is in unit testing. The plan of this test, beginning with Unit 2 (Unit 1 being absorbed), is to make it possible to use each unit test following the teaching of the brief forms in that particular unit.

The second use of the test is to determine the student's knowledge of the first half of the Manual, and to form the basis of his grade for this part of the work. While it is chiefly a test of brief forms, there is enough additional theory woven into the whole test to make it a thorough examination on these chapters.

The third use of the test is to give advanced students a quick review of the brief forms. It is possible for the students to check their own work, unit by unit, from the booklet "5,000 Most-Used Shorthand Forms," which is used from the beginning by the students to supplement the Manual.

This examination has been tested and timed. In my own department, shorthand outlines accompany the test so that a helper, if desirable, may check the work of a class.

The test is divided into two sections: the first section, through Unit 11; the second section, Units 12-18. Each section has approximately 500 words. In grading each section, deduct 1 per cent for each five errors. For the final grade, average the results of the two sections.

The estimated time for giving each section is approximately forty minutes. Dictating at forty words a minute, with slight pauses between units, requires about fifteen minutes for dictation. Allow twenty-five minutes for transcribing in longhand. This is the average; more advanced classes will do it in less time.

The form of this test is based on the belief that the importance of brief forms and their derivatives used in connected matter cannot be over-emphasized, because most students, although able to write brief forms with ease as isolated words, have difficulty writing them—and especially their derivatives—rapidly when they occur in connected matter. In each letter in this test, I have used 50 per cent or more of the brief forms from that unit, in addition to many from preceding units.

Section One, Units 2-11, 40 Minutes

*Dictate at the rate of 40 words a minute.
Pause between units.*

Unit 2

Emma: Will your turkey be ready to retail in the market by the end of May? I desire to hear. Nan. (22)

Unit 3

Nan: I will like a little more time in the country where the turkey can eat what is needed; then in a month you could all come into the country where my men will be mending the track by the lake. I can meet you there with the turkey any time you desire. Emma. (53)

Unit 4

Dear Madam: Most everyone should have cash with which to pay for any bargain that may happen to be in the market. You have ready money coming in from your barrel factory. Would you like to put it into a ranch that will be bound to make you much money before many months? The people which have it live in a rich valley region. Very truly yours. (63)

Unit 5

Dear Sir: Again you have been the first business man to favor anything that would cause easier times. If some details of this sale are worked over and the matter thoroughly studied, I must plan such an undertaking. When an analysis has been made and all parties are ready, I shall see you. Yours very truly. (51)

Unit 6

Dan: Another woman candidate may be named at our next session. Almost anything may happen between this time and election. If the woman is fitted, I shall give her my help. I can plan nothing big until her presentation. Will you tell me your plans by letter? Ed. (46)

Unit 7

Ed: I am glad you wrote me about your belief as to the purpose of the woman candidate. On the whole, the situation here is much as you have told me. Of course, the general belief is that Doctor Jones will receive a call, but he will withdraw his name. I want you to inform me if possible who is chosen. Dan. (59)

Unit 8

Notice! Subject: Star Grocery Company. It is of importance for you to know that the above company is prepared to sell to all dealers in the state the greatest collection of children's books ever to be placed before the public. ¶ It will be necessary either to pay cash, or own capital or shares in some good company. (55)

Unit 9

Star Grocery Company: Knowledge of special value represented in your notice this week causes me to ask that you send to our office immediately by express a complete order of your cloth bound books as well as thin paper bound booklets. I readily agree to pay for them in the very near future. (53)

Unit 10

Dear Sir: I clearly remember enough of the Government routine in the matter of school purchases to wish that you would look into this question fully before making any charge against the store keeper. He seems to be a conscientious man. Yours truly. (43)

Unit 11

Dear Sir: We have gone further into the particulars of the report of the store keeper, Mr. Fall. We will accept his explanation. He has given me his word, "I did only my duty; no waste in any way can be charged against my house." His reply brings the matter to a close. Yours truly. (50)

Unit 12

Dear Friend: Thank you for your effort in effecting a seemingly unknown installation. Among the younger generation your name will always be listed as an engineer who has had enough strength of character to carry through his convictions. ¶ May we hope to have you tell us some of your experiences at our exhibition? (51)

Unit 13

Dear Mr. Rice: For a fortnight I have been required to drive many miles nightly to speak to the thousands of miners who wished to inquire more

thoroughly into the prices and uses both of the light and heavy lines we carry. While I realize I am behind in my listings, I will find out what night I shall be able to be with you and wire you immediately. I shall enjoy complying with your wishes. (73)

Unit 14

Dear Nora: It has been a strenuous week. I am now longing for a quiet time in which to think over all the wonders and advantages I have enjoyed throughout this progressive convention for the consideration of music and poetry. The object of this meeting was to give us opportunities we had never known, and also to collect many dollars for the strangers who may be in need this season. I am enclosing the address of our next meeting place. I trust you may be able to meet with us. Please write me. Julia. (90)

Unit 15

Dear Julia: Corresponding with you accords me considerable personal enjoyment. It is a satisfaction to know of your success in your serious undertaking. I regret that I simply could not be in town the night of your convention. Except for bad roads or some unforeseen rush of work, I shall probably have ample time to cover my route and stop by for you the evening of your regular organization meeting. If agreeable to you, please wait at your apartment for me. Nora. (79)

Unit 16

Dear Mr. Brown: I am ashamed that I failed to acknowledge the allowance you gave me on the stockings you invoiced to our company Wednesday, August 24. This will enable us to give attention to the entire bill when it becomes due. I shall be obliged to remit by draft. (47)

Unit 17

Dear Bill: Do you sell pianos on credit? I am desirous of buying one from your division. It must be altogether beautiful, not only in quality of tone, but in appearance. ¶ We are moving tomorrow to a different settlement, which I hope will have a cogent influence upon our children. Please state a definite time when your salesman could call. If we make a purchase, I shall want the piano delivered via the railway about the first of next month. Sincerely, Frank. (79)

Unit 18

Dear Frank: It was a pleasure to hear from you. Previous to this letter I had not heard of you except through the newspapers for some time. I approve of your determination to educate your children in music. ¶ Responding to your inquiry in regard to pianos, I wish to say that a review of your record insures any reasonable amount of credit you desire; nevertheless, if you have sufficient means to make a down payment of a hundred dollars or more, it would save you money. ¶ My agent will call Thursday of next week. I am mailing you one of our new merchandise catalogs without delay. Cordially yours, Bill. (115)

SUPPLIES AND EQUIPMENT NEWS

• Edited by ARCHIBALD ALAN BOWLE

21. Twenty-one! We've come of age, and feel the need of speculating as to the future. What are the chances in this new year for an increase in sale of the machines which we teach our students to operate?

"Business Trend in Office Equipment Upward," says a leading trade journal of the office equipment industry. Another states, "Sales resistance is lessening noticeably with the general increases in corporate income and with larger business volumes taxing existing facilities." And again, "The bulk of sales gains is in such lines as typewriters, adding machines, duplicating equipment, lower priced models of accounting, billing and calculating devices." Still another, "Government business should be an important factor in business betterment, particularly in the administration of the Social Security Act, which will require an immense amount of record-keeping."

What does this mean to teachers? It has all the earmarks of an increased demand for workers who are able to handle these machines. And it should mean an increased demand for instruction in the office practice class.

22. Alphabetic Accounting Machine. I've had several requests for some information about this machine. The Alphabetic Accounting Machine is part of the accounting tabulating equipment manufactured by the International Business Machines Corporation. The alphabetic duplicating printing punch is used to punch both alphabetic and numerical data into tabulating cards so that completely spelled names, descriptions, etc., together with numbers, can be printed subsequently by the alphabetic accounting machine. The punch has a keyboard similar to that of a standard typewriter. The depression of a key causes the machine to punch the card and simultaneously to print the corresponding letter or

figure at the top of the card above the column punched. Checking, filing, and reference operations are thereby greatly facilitated. The alphabetic accounting machine prints in full on finished reports the names, addresses, descriptions, etc., recorded in the tabulating cards through the medium of punched holes. The alphabetic feature supplements the ability of the machine to add and subtract and to print totals, grand totals and net balances.

23. Commencing December 17, on Thursday evenings, from 7:15 to 7:30 Eastern Standard Time, L. C. Smith and Corona Typewriter Company began a new comedy serial glorifying the American secretary. It's called "Nine to Five."

24. The Auto Multiple Sales Corporation makes a non-carbon duplicating paper. Each sheet of paper is treated so that the type-written mark registers on it, without any carbon paper. Various colors are used, and it is claimed that a very large number of copies can be made simultaneously. The only question in my mind is how other marks can be prevented from showing.

25. The Executive Lamp by Aladdin Manufacturing Company, Muncie, Indiana, has a series of ingenious clamps with which the lamp may be attached to any desk, regardless of whether the desk is of the round edge type, has a glass top, or is without a lip. The lamp raises the four to eight foot-candle

A. A. Bowle, January, 1936
270 Madison Avenue, New York.

Please send me, without obligation, further information about the products circled below.

21, 22, 23, 24, 25

Name

Address

illumination of the average office to a minimum of between forty and fifty foot-candles, the amount required for adequate visibility according to I. E. S. standards. The translucent glass bowl, shade treated to reflect light without glare, and swinging arm are some of the worth-while features of this new lamp.

From Commercial Teacher to Chairman of Marshall Field and Company

• THE RECENT election of James O. McKinsey to the chairmanship of the Board of Directors of Marshall Field and Company, Chicago, is another example of opportunity in American business.

Mr. McKinsey's first contact with business was through a course which he took at Barnes Business College, St. Louis, Missouri. He afterwards attended the State Teachers College, Warrensburg, Missouri; the University of Arkansas Law School; The School of Commerce, St. Louis; and the University of Chicago. During this time he earned the following degrees: LL.B., B.C.S., A.M., Ph.B. Then he qualified for C.P.A. degree of the State of Illinois!

During the course of several years of teaching, Mr. McKinsey taught in a private commercial school, in several high schools, and at the University of Chicago, University of California, and Columbia University. His first commercial teaching position was in the Moberly, Missouri, Commercial College. Then for a time he taught in the high schools of Little Rock, Arkansas; Wichita, Kansas; and the McKinley High School of St. Louis before his appointment to the faculty of the University of Chicago.

In 1919 he began the professional practice of accounting, and, in time, worked into management counseling. In 1925, we find him the senior partner of James O. McKinsey and Company, Business Counselors. From a longer article in the November 24 issue of the *Chicago Tribune*, we take the following quotation:

Prior to his election as Chairman of the Board (Marshall Field and Company), Mr. McKinsey was head of the business counsel firm bearing his name.

It was on the basis of a survey by his firm that several large corporations, including Armour and Company and the United States Steel Corporation, carried out internal reorganizations.

A survey of the Marshall Field and Company organization preceded his election as



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JAMES O. MCKINSEY

Chairman of the Board of Directors of that company.

The above record would show Mr. McKinsey to be no stranger to the structure and operations of important business concerns. This impression is further strengthened by the information that he is also a member of the Board of Directors of the Kroger Grocery and Baking Company, Cincinnati, Ohio; and the Chicago Corporation, Chicago, Illinois.

The clubs in which Mr. McKinsey evidently finds some time for play include the Chicago, Attic, Saddle and Cycle, Racquet, Quadrangle, Chicago Golf, and the Rookery of New York.

Mr. McKinsey's host of friends are gratified, both personally and professionally, that this well-deserved and signal honor has come to him.

Don't miss reading
pages 389-394

PROFESSIONAL READING

• JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce
State College, San Jose, California

I. STIMULATING BOOKS

KEEPING YOUNG IN BUSINESS, by E. B. Weiss and Louis L. Snyder, Whittlesey House, McGraw-Hill Book Company, Inc., New York, 1934, 182 pp., \$1.75.

This book might easily have been entitled "Keeping Young in Business Teaching," for the advice given is just as applicable to teachers as to business men. It was written to help persons in business guard against nervous breakdowns and premature senility caused by modern demands for almost super-human energy in everyday life. The idea of the authors is to present a guide to civilized living and to point out the killing habits, the fears, and taboos that are all wrong.

The first chapter is entitled "Rut-Phobia." Instances of workers who find themselves in a rut are given. Then follow chapters on making *yourself* and not your job your boss, and on wasting business hours.

Three chapters should be read by the teacher who has a tendency to overwork. They are entitled: "Play as You Go"; "Twenty-Five Health Commandments"; and "What Price Slumber?" They are full of commonsense bits of advice.

Next, there is a chapter on business books and periodicals—"Baked in Clay." According to the authors, one of the secrets of perpetual youth in business is the reading of ideas about business presented in books and magazines. Economic changes, particularly, demand attention. "Business publications have remained abreast of every development with timely and authoritative articles." It is the fault of the worker, himself, if he is not mentally young and alert to present conditions.

According to the next chapter, "the sort of familiarity that breeds contentment is based on an understanding of your fellow-men and of yourself." A self-test is included. The purpose of the test is to decide how well you use your mind. Here is a sample statement: "I am always ready to revise my opinion and judgment when new ideas or facts are presented."

"Sour Livers" is the title of a chapter designed to encourage the development of a sense of humor. Definite suggestions are given.

Other chapters are: "Making a Job for Yourself"; "Understanding Business Nature"; and "Living in Harness."

Reviews of important books, informative magazine articles, and tests

VOCATIONS FOR WOMEN, by Adah Peirce, The Macmillan Company, New York, 1933, 329 pp., \$2.

Teachers of business subjects are usually specialists in business information for their communities. When a club or other local organization schedules a talk on opportunities for young people in the business world, it is fitting and proper that the local teacher of business subjects be asked to give the talk. Then, too, pupils come to teachers for advice as to occupations for which to prepare. While the teacher should keep in touch with business conditions in the local community, as the most important source for his information, he will find, also, that a general discussion of vocations is valuable.

Such discussion is found in a book on vocations for women. Part IV, which is devoted to business vocations, includes a chapter on each of the following: general office and secretarial work, accounting, banking, insurance, advertising, department store work, real estate, and hotel work.

Information about each vocation is presented under the following headings: Contributions to Society, Relation to Other Vocations, Historical Development, Avenues Within the Modern Office, Education and Training Required, Qualifications Desired, Remuneration, and References.

Under "Avenues Within the Modern Office," these positions are considered: office manager, private secretary, stenographer, bookkeeper, file clerk, machine operator, telephone operator. The discussion of each is necessarily brief in a book in which twenty-nine general vocations are considered.

The material in this book serves as a foundation for the study of each occupation. The teacher, however, will find it necessary to supplement with more up-to-date information. For example, the references given in the chapter on general office and secretarial work are dated from 1915 to 1929.

The preface and the two opening chapters are especially good to put into the hands of young girls who are thinking about the choice of an occupation. They are full of sound advice presented in a most attractive style.

Finally, the book has the merit of presenting many types of work for women. When girls fail in shorthand and typewriting, we wonder what advice to give them. The reading of this book or a similar one will open up new fields to them.

DEVELOPING INTELLIGENT CONSUMERS, by Reign S. Hadsell, Principal, Hiram High School, Hiram, Ohio, 1935 (paper), 16 pp., 15 cents.

There is much of value packed into this sixteen-page pamphlet, only essential matter being included. It is in reality the guide for a course in consumer economics. No textbook is used. The students are asked to do laboratory work, make original investigations, prepare displays, and keep a notebook.

There are twenty-nine projects included in the three divisions of the course. These divisions are: (1) surveying the consumer situation; (2) agencies to help the consumer; and (3) voluntary projects.

The voluntary projects include the preparation of files for the school's consumer library or the special investigation of one commodity; resulting, if possible, in an actual saving of money to schoolmates in subsequent buying of the commodity. Other projects require the testing of fabrics, comparisons of buying packaged or bulk goods, public utility propaganda, etc.

The bibliography is especially good, the inappropriate matter frequently included in bibliographies being excluded from this one. There are course organization materials for the teacher, library materials—books and pamphlets—for the teacher and pupils, headings for the folders in a consumer library, a list of organizations concerned with consumers' problems, and a roster of testing and service agencies of interest to the consumer.

Mr. Hadsell is to be congratulated upon the preparation of these projects, which constitute a contribution to the rapidly growing amount of published material on consumer education.

TEACHERS' GUIDE TO "TEACHING BEGINNERS HOW TO TYPEWRITE" AND "CORRECT SHORTHAND TECHNIQUE," by Eleanor Skimin and Ethel Wood, State College of Washington, Pullman, Washington, 1934 (pamphlet), 35 pp., 50 cents.

The films for which this is the teachers' manual were developed under the direction of Dr. Gordon F. Cadisch, who is now dean of the Hudson College of Commerce and Finance of St. Peter's College, Jersey City, New Jersey.

The film used for beginners in typewriting includes sixteen scenes. In the first scene, the secretary prepares to typewrite a letter. When this film is shown to the class, the manual is of great assistance to the teacher. The correct techniques can be pointed out. This is true of all the scenes shown in the film. Correct and incorrect ways of performing various operations in typewriting are shown. The technique used at various speeds is an especially valuable feature of the film and the manual.

The shorthand film, also, is made up of sixteen scenes. Correct technique is demonstrated on the screen. The teacher, with the help of the manual,

Have You Examined?



You will surely want to examine this new text and become familiar with its many new departures which give expression to the new trends.

Includes a cumulative testing program of new-type tests, which measure various aspects of typing skill.

Teaches typewriting for personal use. The problems in Parts 1 and 2 revolve around the personal and school activities of students.

Presents the new Contrast Approach, which minimizes errors and makes for rapid keyboard control.

Trains for office work (Parts 3 and 4) through related problems that put the student into a business atmosphere.

Two Editions: Book One (Parts 1 and 2), 210 pages; Complete Text (Parts 1, 2, 3, 4), 330 pages. Your examination copy to consider for introduction—free.

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Rowe Budget? It's free.*

may supplement this visual lesson. Two scenes include suggestions on correct transcription technique.

Even though the films are not used in a certain school, the teacher will find that the Teachers' Guide gives valuable hints on the development of correct technique in teaching shorthand and typewriting.

II. PERTINENT MAGAZINE ARTICLES

National Office Management Association Forum, Secretary, R. P. Brecht, Wharton School, University of Pennsylvania, Philadelphia, Published bi-monthly from October to June, \$5 per year.

The June, 1935 (X:4), number of this *Forum* indicates the nature of the articles published. Some of the titles are "Office Personnel Administration and Salary Standardization in the Atlantic Refining Company," "Pre-Employment Training," "Control of Office Work," "Production Planning for the Large or Small Office," and "The Future of Mechanization in the Office."

We, as teachers of business subjects, know that our efficiency depends to a great extent on keeping in close contact with business. An excellent way to do this is to read what the business men write about office work.

For example, consider the article on pre-employment training included in this issue of the N.O.M.A. *Forum*. It is a report by J. R. Jackman, of the Kendall Mills, of a study made by commercial educators in and around Boston and a group of representatives of the National Office Management Association. The author of the article writes that he wished to check his theory "that commercial courses in large and small cities in various parts of the country are probably unknowingly and certainly unintentionally turning into the field of office work thousands of graduates who are not grounded in the fundamental requisites of the positions they are expected to fill." The report indicates that other business men agree with him. The usual plea is made for training in penmanship, grammar, spelling, punctuation, arithmetic and personal qualities.

As a result of this survey, a series of tests is being planned: (1) a cultural background test; (2) a general knowledge test; and (3) a series of technical skill tests.

This is not the first time that business men have told us their requirements. We can at least read carefully what they say and incorporate their suggestions into our training programs, so far as possible.

You will be glad to know that the Board of Directors of the National Office Management Association has, upon request of commercial educators, voted to accept subscriptions for the Association's journal, called N.O.M.A. *Forum*, from commercial teachers at \$2 a year, which is a 60 per cent reduction from the regular rate.

BUSINESS EDUCATION IN AN INTEGRATED SECONDARY SCHOOL PROGRAM, by George C. Jensen, *California Journal of Secondary Education*. X:7 (October, 1935), pp. 451-455.

This paper was presented by Mr. Jensen, principal of the Sacramento Senior High School, at the California State Conference on Business Education in April, 1935.

He discusses two tendencies in secondary education: (1) the tendency for a great mass of vocational training to move up out of the high school to a post-high school level; and (2) the freeing of high schools to function in the field of general education.

Each of the following subject groups is then treated with reference to its place in the new program: mathematics, social studies, consumer courses, sciences, languages, stenography, English, and the fine arts.

III. TIMELY TESTS

The teacher of stenography has a large variety of tests from which to choose. They comprise lists of words and sentences, reading and transcription tests, dictation and transcription tests, and batteries of tests.

Lists of words and sentences for each unit are found in "Progressive Exercises," which may be used as exercises or as tests. From time to time, lists of words and sentences appear in the *Gregg News Letter* and the *BUSINESS EDUCATION WORLD*. Two such tests, covering Chapters I to VI and I to VIII in the Manual, under the title of "Shorthand Theory Examinations," appeared in the *BUSINESS EDUCATION WORLD* for May, 1934, and December, 1934. Complete theory tests appear in the *Gregg News Letter*, distributed free by the Gregg Publishing Company.

Reading and transcription tests are administered by giving the students shorthand plates for transcription. There is now available a series of plates for duplication. Mention of them is made in the following list of tests. *Gregg Writer* plates, especially those designed to accompany the various chapters of the Manual, may be used for reading and transcription tests.

There is no limit to the variety of dictation and transcription tests which may be given. Each month the *Gregg News Letter* presents material for such tests. Progressive Speed-Building Tests are also available. Other

dictation and transcription tests are mentioned in the following list.

Batteries of tests are especially appropriate to shorthand because skill in writing and transcribing shorthand is complex. A battery of tests measures the ability of the student to write words according to shorthand principles, skill in shorthand penmanship, ability to take dictation, comprehension of the meaning of shorthand notes when read, and speed in reading. The "Rollinson Diagnostic Tests" represent such a battery.

DIAGNOSTIC TESTING AND REMEDIAL TEACHING OF GREGG SHORTHAND, by Ethel A. Rollinson, The Gregg Publishing Company, New York, 1931, 391 pp., \$2. (Printed tests covering each chapter of the Manual are sold in packages of five copies of any one test for twenty cents.)

The introduction to this book presents a helpful discussion of tests in general and diagnostic tests in particular. Directions for giving the tests and for making the diagnoses are given. Tests for each unit of the Manual follow.

The separate printed tests cover the twelve chapters of the Manual.

Test A contains a list of fifty words, brief forms, and phrases. They are printed in longhand. The student is allowed three minutes in which to write them. The words are arranged in cycles. For example, in the test for Chapter II, words 1, 5, 9, 13, etc., illustrate the reversing of circles before straight strokes; while 2, 6, 10, 14, etc., show reversing after straight strokes. Reversing between straight strokes in the same direction is employed in 3, 7, 11, 15, etc. The reversed loop is illustrated by words 4, 8, 12, 16, etc. With the help of the printed analysis of errors which accompanies each test, the student and the teacher may detect instantly which principles are not clearly understood or applied.

Test B is a test of skill in penmanship. Longhand and shorthand are given, together with blank lines upon which the student copies the shorthand. An analysis of penmanship is included with the test. There is a list of questions for the person who is checking the test to answer.

Test C consists of dictation. The material is difficult and ranges from thirty words a minute in Chapter I to sixty words a minute in Chapter XII. The dictation lasts for three minutes. The notes are checked by means of a printed key.

Test D is divided into three parts: (a) reading for word meaning; (b) reading for comprehension; and (c) reading speed. The reading for word meaning is ingeniously arranged. The shorthand characters for a sentence are written, with the exception of the last word, for which a choice of four longhand

words is given. Test D (b) includes many irrelevant words placed within a letter or article written in shorthand; the student is asked to cross out the words which do not make "sense." In the experience of the reviewer, students are not successful with this test. Test D (c) is a test of reading rate.

The tests are checked by students. A printed checking sheet accompanies each test. The result is not intended for grading purposes but for use in remedial learning and teaching.

The reviewer finds these tests very satisfactory in her own classes. Through their use, students are led to appreciate that shorthand skill includes many elements—that penmanship and reading ability are equally as important as the taking of dictation. Also, they represent an excellent and easy way of locating difficulties and points which have not received proper emphasis in teaching. The checking of another person's paper is a valuable experience for the student. He is likely to develop a more critical attitude toward penmanship, phrasing, and other features of shorthand writing than if he sees only his own work carefully corrected by the teacher.

BLACKSTONE STENOGRAPHIC PROFICIENCY TESTS, by E. G. Blackstone and Mary W. McLaughlin, World Book Company, Yonkers-on-Hudson, New York, 1932, Forms A and B.

This test is made up of seven sections: (1) English; (2) syllabication; (3) office practice; (4) alphabetizing; (5) abbreviations; (6) business organization; and (7) transcription.

The transcription section includes seven letters in each form of the test. The teacher selects two letters for dictation. Careful directions for administering the test are given.

The other sections of the test are of the objective type. Printed keys are furnished to teachers.

The correlation of a sampling of the results of this test with the efficiency ratings of employed stenographers indicates that the test is a valid one.

Instructions for scoring are given, together with a request that all results be reported to the authors.

Other Sources for Test Material

Cities (such as Detroit) and states (New York and Indiana, for example) have constructed tests to be used in city or state surveys. These tests indicate the phases of shorthand learning considered important by administrators.

Teachers who have found any tests especially satisfactory are urged to report their experiences. Other teachers will find descriptions of the tests you use very helpful in their work.



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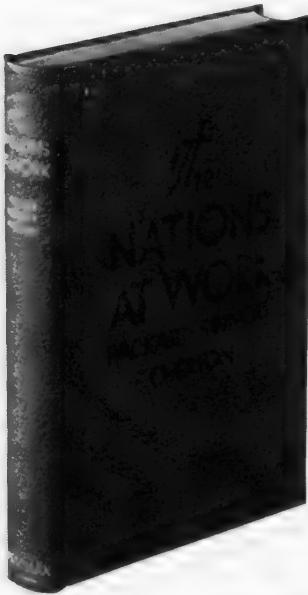
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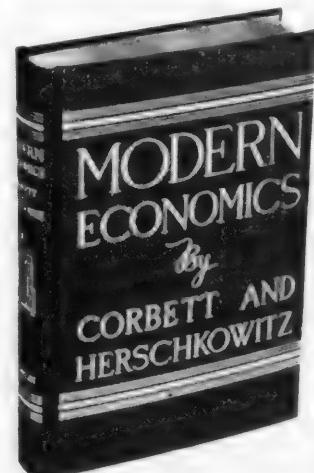
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SELECTED PRACTICE MATERIAL

- THE GREGG WRITER for January presents this same practice material in Shorthand Form for Reading Drill

For beginning and advanced classes—5383 standard words, counted at a uniform syllable intensity of 1.40, to facilitate timed dictation

Junior O.G.A. Test

(See Announcement, page 407. The January Senior O. G. A. Test appears only in the Gregg Writer.)

Every boy and girl has the right to expect that some day he will go abroad. He may have to save up for a²⁰ long time to do so, but he should go. There are many things that he will see which he did not dream would be so lovely⁴⁰ and fascinating to him. The people with their different modes of living and dress, their friendly effort to make⁶⁰ him like them, their towns and villages—they will all be well worth his while. And no matter how long he must wait before⁸⁰ he can make the journey, I would say to him, "Go, by all means, and enjoy the big time of your life." (97)

The Day and the Work

By EDWIN MARKHAM

To each man is given a day and his work for the day;
And once, and no more, he is given to travel this
way.²⁰

And woe if he flies from the task, whatever the odds;
For the task is appointed to him on the scroll of the
gods.⁴⁰

There is waiting a work where only his hands can
avail;

And so, if he falter, a chord in the music will fail.⁶⁰
He may laugh to the sky, he may lie for an hour in
the sun;
But he dare not go hence till the labor appointed⁸⁰
is done.

To each man is given a marble to carve for the wall;
A stone that is needed to heighten the beauty¹⁰⁰ of all;
And only his soul has the magic to give it a grace;
And only his hands have the cunning to put it¹²⁰ in
place.

Yes, the task that is given to each man, no other
can do;

So the errand is waiting, it has waited¹⁴⁰ through
ages for you;
And now you appear; and the Hushed Ones are
turning their gaze

To see what you do with your chance in¹⁶⁰ the
chamber of days. (164)

Snow—Welcome Snow!

A Tribute to the Winter Season

By MARIE MAHAFFY

It is hard to convey a sense of their loss to people living far from snow and frost, but when known, it is something²⁰ to watch for eagerly each year and to revel in when it appears. After the dark days that always come at this⁴⁰ season, some morning you go to the door and at first glance feel that by some magic you have left this earth in your sleep⁶⁰ and have been taken into a fairy country. So glistening and sparkling and lovely is it that it makes your⁸⁰ heart throb with emotion and you can hardly believe that it is only another snow, such as you have seen many¹⁰⁰ times before, yet which never becomes common, but fills you with awe each time it greets you afresh.

You step into¹²⁰ a thick, soft drift at the very doorstep, as you seek the path of yesterday. In the yard the trees are ghostlike with¹⁴⁰ their branches loaded and softly swaying in the breeze, which as soon as the snow ceased, began to increase a little.¹⁶⁰ The flower stalks of this year's blossoms are almost completely broken by the heavy load of snow heaped upon them,¹⁸⁰ and the fence is a solid wall, thicker at the base and showing openings only at the top. The shed has a²⁰⁰ cap where lately its head was bare, and only the dog, scampering about in glee and digging with his paws, seems real²²⁰ in this changed scene.

Everything is much more still; only yesterday patterning steps could be heard on the walk and²⁴⁰ the roaring of autos on the road, today they creep at a slow pace and the motor horn seems lower in tone and²⁶⁰ is heard as a mere murmur until it is very near.

This is the early morning scene, but it is hard to tell²⁸⁰ which is most pleasing, the snapping frost of the still morning, the dazzling glare of midday, almost too much for the eye,³⁰⁰ or the soft glow of early evening when the red of the heavens mixes with the gray of earth and all is mellowed³²⁰ and still again.

Not only is the snow a scene to dazzle the vision as one gazes upon it, but people³⁴⁰ of many and varied tastes are made happy by its coming. The children seeing the first snow, race for their sleds and³⁶⁰ are on the hill almost before you know it; the grown folks, not so gladly, maybe, reach for something to clear the paths,³⁸⁰ but although they complain of the work it makes, they, too, generally like

it pretty well. As for pastimes, they will¹⁰⁰ agree that, though one cannot float on a glassy lake or toss on the waves in a rowboat at this season, there is¹²⁰ possibly as much thrill in playing a game of hockey in the fresh chill air, and in skating, skiing, and even¹⁴⁰ walking on the crisp, crackling snow.

For those compelled to stay indoors, what cheer in the blazing hearth, with the dog or cat¹⁶⁰ stretched in lazy peace before it on the thick mat; in a book or some sewing under the softly glowing lamp, with¹⁸⁰ the steaming coffee being brought in from the kitchen. If the door opens and a blast is blown in, it makes the arm²⁰⁰-chair and the glow of the hearth seem even more cheery. This is the time, too, when neighbors have the desire to call and²²⁰ chat and have a jolly time together, talking, telling stories and roasting apples on the hearth.

It is also²⁴⁰ the time of the holly and the mistletoe, of the holidays, of presents, and of love and good will to men. So, though²⁶⁰ we love dearly the flowers, the green of grass and trees, yet we like too, the increased pep and vigor of the season²⁸⁰ of snow, the fairy tracings of Jack Frost on the panes of glass, the clear glimmering of the far-off stars, and the merry³⁰⁰ gatherings of this time of the year. (607)

"Bright Boy Wanted"

BOB DAVIS Reveals
in the "Herald Tribune"

A True Story That Stenographers May Read With
Pleasure

At a recent public banquet I sat next to a gentleman whose face and manner of speech seemed strangely familiar²⁰ to me. He took delight in my inability to classify him.

"I can't blame you for being confused,"⁴⁰ he said, "because when we first met I was merely a cub stenographer employed by a large corporation. You,⁶⁰ an occasional caller on one of the directors, saw very little of me."

"What are you doing now?" I⁸⁰ asked.

"One of the firm," he said, handing me his card. Well, today he is one of New York's tycoons.

"You must have been a¹⁰⁰ first-class stenographer," was my comment, "to rise with one firm to the point where you could step into eminence under¹²⁰ your own direction."

"On the contrary," he replied, with super-frankness, "I was one of the world's worst, which in¹⁴⁰ reality accounts for my rapid rise and ultimate success. Things of that sort happen in the business world,¹⁶⁰ you know, but few men have courage to admit it; or, knowing the truth, prefer to suppress it. My case is different.¹⁸⁰ I am fully aware that whatever prosperity came to me was the result of a fortunate blending²⁰⁰ of events with which, initially, I had nothing to do whatever. And yet it was the turning point²²⁰ in my business career!"

"You're sitting next to a good listener," I said with what some might classify as a²⁴⁰ professional leer.

"This is the story: Sort of a 'Bright-Boy-Wanted' proposition. I saw the advertisement in²⁶⁰ a Sunday paper and applied for the job. Could I take stenography? Yes, after a fashion, but my long suit²⁸⁰ was accounting; came from a family of mathematicians and said so, but they wanted to break me in as³⁰⁰ a secretary. Rather than let the opportunity go I accepted and became the typist to the³²⁰ head of the purchasing department. He was a fine man and patient of my shortcomings. The general manager³⁴⁰ was a grouch and, for some reason I never did fathom, had a supreme dislike for me, which he voiced on more³⁶⁰ than one occasion. 'That gangling kid on your pay roll,' he once remarked to the head of the purchasing department,³⁸⁰ 'don't look to me as though he knew much about what is going on. How's his shorthand? Send him into my office; I'll⁴⁰⁰ try him out.'

"Now, as a matter of fact, I was able to handle any letter he was capable of⁴²⁰ dictating, but the suddenness with which I was haled into his presence rattled me. Not that only, but his manner⁴⁴⁰ was disagreeable and the dictation rapid; three pages of it and on a subject with which I was not⁴⁶⁰ familiar. To me that session was tragedy. In a complete funk I left his desk and went out to make the⁴⁸⁰ transcription; an impossible task. Thirty per cent of my shorthand notes was pure confusion and a lump arose in⁵⁰⁰ my neck. It was a fifty-to-one shot that my job was about to conclude with an invitation to try something⁵²⁰ else—elsewhere. You can imagine my feelings as I sat there trying to decipher the shorthand. Just a mess⁵⁴⁰ of pothooks.

During my pathetic cogitations the general manager's regular secretary stepped into my cubby⁵⁶⁰ hole and handed me a filing basket in which was a three-page typewritten letter and an addressed envelope.⁵⁸⁰ 'Hand this to Mr. (naming the big boss) within ten minutes,' she said in a soft, gentle voice, and before I⁶⁰⁰ could reply, walked out. You've probably guessed that it was a complete transcription of the letter he had dictated⁶²⁰ to me a short time before. It seemed like the intervention of Providence, and I made no bones, after its full⁶⁴⁰ purpose had dawned upon me, about placing it on the desk of the Old Man. 'Just a moment, while I glance through this,'⁶⁶⁰ he said, in the manner of a Lord High Executioner about to pass sentence of an offender. I watched⁶⁸⁰ his face change from potential criticism to high approval, as he scanned the epistle. 'You are an excellent⁷⁰⁰ stenographer,' he remarked, reaching the last line and adding his signature. 'Can you do anything else as⁷²⁰ well?' I had the decency to blush, but upon recovering told him I was a better accountant than⁷⁴⁰ anything else."

"Not such a big gray wolf after all," was my comment.

"In no particular. The next day he sent for⁷⁶⁰ me and suggested that I take on a more important job, at more money. I jumped at it and that evening waylaid⁷⁸⁰ his secretary from whom I dragged an explanation. How did it happen? Well, her desk was behind an⁸⁰⁰ oriental screen in the same room with the general manager. In other words, she had taken

the dictation⁶²⁰ at the same time I was failing in a similar attempt. 'I was sorry for you,' she said with a why-shouldn't⁸⁴⁰ one-stenographer-help-another look in her eyes. 'Now that you have gained his favor who can tell to what extent⁸⁶⁰ he may advance you. Really he is a fine man and wants everybody to succeed. But you mustn't ever⁸⁸⁰ tell about that letter. Promise?' "

"Did you?"

"Crossed my heart never to squeal. Nor did I. Went right on up the line and got⁹⁰⁰ to the top."

"Married the Old Man's daughter, I suppose, like the hero in the story book and lived happily ever⁹²⁰ after?"

"Yes, lived happily ever after, but I didn't marry the Old Man's daughter. I married his⁹⁴⁰ secretary." (942)

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Graded Letters

Written by S. LOUISE SMITH
Versailles (Ohio) High School

For Use with Chapter Six of the Manual

Dear Mr. Temple:

I've discovered just the place you want, I think. When your letter of January 9 was sent me, I²⁰ was positive such a place could not be found, but luck was with me—or you!

It is a place of 200 acres⁴⁰ in Golden Gate County. The grounds meet those of the Convent of Saint Agnes on one side, and front on the ocean. The⁶⁰ house was built by a French count, on a grant which he received from an Indian chief, and is very old—much older⁸⁰ than any around it. Although it has stood empty for years, it is still as sound in every joint as it was¹⁰⁰ the day it was framed up.

The house is long and low, but it has a second floor. There are six rooms on each floor; two windows¹²⁰ in each room except those that can be opened to the sea—in these there are four. Back of the house is a large laundry¹⁴⁰ and several small houses for the help. The stables and other buildings are at the far end of the grounds and¹⁶⁰ quite removed from the house. Between is a grove of trees which the owner should have been ashamed not to keep trimmed. They have¹⁸⁰ strained and bent in the winter gales until several giant pines are doomed to be killed unless someone will spend time²⁰⁰ and money on them. There are fruit trees, too, which yield well even when let grow wild. To the right are the wide fields; to the²²⁰ left, the sheepfolds on which once depended the Count's steady flow of gold.

There are plenty of repairs to be made.²⁴⁰ Carpenters are needed badly and without delay. You would have to replace most of the glass and expend no small sum²⁶⁰ of money to put the place in shape. But I think it can be had at a very reasonable price.

Come and see²⁸⁰ it before making any definite decision.

Excitedly yours, (293)

Graded Letters

Written by S. LOUISE SMITH
Versailles (Ohio) High School

For Use with Chapter Seven of the Manual

Dear Mr. Temple:

We have your letter concerning Ferncliff Academy, and we are pleased to know of your daughter's²⁰ desire to attend here. We are sending you a copy of our bulletin, from which you will obtain many⁴⁰ helpful items pertaining to attendance—the courses given, divisions of terms, tuition fees, and other⁶⁰ useful data in condensed form.

Nearly two hundred girls are enrolled, all of high school age. There are two modern⁸⁰ residence halls, Warner and Kirtland. The girls from the two upper classes live in the former. Each hall has two good house¹⁰⁰ mothers, women of wisdom and experience, who know and love girls, and who can discern their hidden good traits as¹²⁰ well as their weak ones.

Our campus covers 250 acres, some of which is in woodland, where the girls picnic¹⁴⁰ in the spring and autumn. The buildings other than the residence halls are Barnhart and Martin, which are used for¹⁶⁰ classes and study, Carter Chapel, and Western Hall (the hospital building). Homes for the married teachers are on¹⁸⁰ the grounds or near them. We have some lovely gardens, a large field reserved for outdoor sports, and four tennis courts.

We draw²⁰⁰ girls from every corner of the States, but we are sure each one meets our high standards of character and worth. No²²⁰ expense is spared to maintain our work, our teaching staff, and our equipment at a very high level, and our pupils²⁴⁰ must be girls who merit such continuous effort.

If you will fill in the enclosed blanks and return them to²⁶⁰ our registrar, we can soon ascertain whether we can certify your daughter for entry this coming semester.²⁸⁰ Should you have further questions, we shall be glad to answer them.

Sincerely yours, (294)

Graded Letters

Written by EARL CLEVINGER
Lawton (Oklahoma) High School

For Use with Chapter Eight of the Manual

Dear Mr. Forrest:

In justice to Captain Diamond, the president insists on our earnestly reconsidering the²⁰ demand we intended making that he submit the exact facts in regard to his son-in-law's having been advanced⁴⁰ over one of our best chemistry students to conduct the biggest project we have undertaken in the⁶⁰ Northwest.

We are reminded that while Diamond is the youngest man ever selected he is also one of the⁸⁰ most competent, and admirably adapted to command the situation.

It is recommended that we¹⁰⁰ withhold our pro-

test in regard to the matter for the time being, and I am of the opinion that this would¹²⁰ be advisable. Is it agreed?

Cordially, (129)

Dear Mr. Pound:

We advise that you submit your plan for financing the new subway to the subeditor. He²⁰ has requested that we send him something for publication. He intends to help us as much as he can, so tell⁴⁰ him exactly what we have agreed to do and he will present it in acceptable form.

Remind him that we⁶⁰ have extended the time for submitting bids in that suburb and that it is needless to advance a guess as to⁸⁰ who the successful bidder will be.

He can honestly recommend your project, for it is considerably¹⁰⁰ more advantageous to the public than the Act advocated by the *Investment Adviser*.

Sincerely yours, (120)

Dear Mr. O'Neill:

Thank you for your letter in regard to the matter of placing your hogs on the market. I²⁰ should like to know when to expect your shipments. There has been an unusual demand for the last week or two, and⁴⁰ some of those buyers may call any day to ask about getting one or two more. In order to prepare for such⁶⁰ sales you ought to have them ready to ship in a day or two. Kindly let us know what you can do.

One of our⁸⁰ representatives will see you tomorrow, and he ought to be given definite reply on the subject if¹⁰⁰ possible. On account of the way purchasers are now ordering, it is out of the question for us to do much¹²⁰ more in reference to the matter until we know what you are able to say about shipments.

Our fee for acting¹⁴⁰ as your agent will be charged against the sum collectible for each shipment and a remittance sent you for¹⁶⁰ the rest.

Very truly yours, (165)

Our Food—Part II

By MARIE MAHAFFY
South St. Paul High School

Written Especially for Use with Chapter Seven
of the Manual

It may be that corn pone was one of the items found on your dinner table, but can you estimate the land required²⁰ and the labor entailed in order to furnish this useful food?

Indian corn, or maize, is the most valuable⁴⁰ grain grown in this country. It is native on this continent, and was found by Columbus, who took it to⁶⁰ Spain and had it planted there, from which place it even-



Nowhere Else Such Values . . .

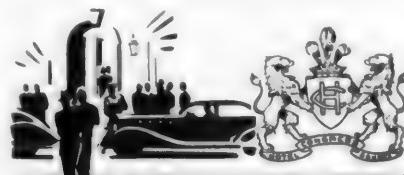
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tually spread all over the world. Corn grows best in a well⁸⁰-drained, sandy soil, in the southern part of the country where the winters are not long and it can have plenty of warm¹⁰⁰ sunshine. In the autumn when the grain has ripened, it is often cut by hand and placed in shocks made by bending some¹²⁰ of the uncut hills and binding them together at the top. The cut stalks are piled around these, forming a round, tent¹⁴⁰-like mass, to prevent the grain's being harmed by rain until it is removed from the husks.

It is usually husked¹⁶⁰ by hand, shelled by the farmers and sold to a granary or market. Corn is used in many more ways than wheat. Some¹⁸⁰ is canned, some ground into meal, besides a large quantity which is fed to hogs and cattle and sold in the form of²⁰⁰ meat. Railroads and trucks move hundreds of these hogs and beef cattle from the farms to the packing plants, where the process of²²⁰ inspecting,

killing, and packing meats forms another of our great industries.

The tender beef, the mutton you had²⁴⁰ a few days ago, or the sausage to which you helped yourself freely, were obtained for you through the service of many²⁰⁰ experts and by modern methods.

Meat is eaten by men everywhere and this country, after retaining²⁸⁰ enough for our own use, exports large quantities to foreign countries. The source of this meat is mostly cattle, hogs,³⁰⁰ and sheep, the cattle industry being the most important. Great herds are gathered together on the northern plains,³²⁰ east of the Rocky Mountains, where the weather is too cold and uncertain for growing grain and the land is not worth³⁴⁰ planting in farms or gardens. Many more are found in the corn belt on the southern prairies, where the land is almost³⁶⁰ desert, but will sustain cattle successfully. As they roam to great distances to find food, they are burned with the³⁸⁰ brand of the ranch to which they belong and are given their freedom until the round-up in the autumn, when the brands⁴⁰⁰ serve as evidence for their owners. As they wander over the plains to obtain food, many are lost in the summer⁴²⁰ storms and the blizzards of winter, for they cannot be carefully guarded as are the cattle on farms. There is,⁴⁴⁰ too, the threatening danger of fire, and some become the victims of wolves and snakes. Yet a large enough percentage⁴⁶⁰ is spared to warrant continuing the industry. Many of the cattle are sent temporarily to farms⁴⁸⁰ in the corn territory to be fattened before being converted into meat.

The pork that was served at your⁵⁰⁰ dinner table was from hogs born and raised on modern farms, sent in due course to the packing house, where they were killed and⁵²⁰ dressed, put in cold storage days ago or even weeks ago, and which in due time reached you through the medium of the⁵⁴⁰ butcher.

Sheep, also, are maintained mostly on the western plains where the land is not fertile enough for anything⁵⁶⁰ except grazing. They are attended by shepherds and dogs, summer and winter, to ward off danger, and in due time find⁵⁸⁰ themselves on the farms being fattened, or, it may be, are sent at once to the packing house, where they attain their destined⁶⁰⁰ end in the form of mutton to supply another item in the food of man. (615)

Actual Business Letters

Submitted by Germaine G. Bernard, Dover, New Hampshire; Kathleen Murray, Bedford, Indiana; Marion E. Beauchamp, North Haven, Connecticut, and Virginia Wheatley, Barnesville, Ohio

Dear Friend:

Won't you please take care of the enclosed bill—before you forget it?

A little reminder was sent to you²⁰ about a month ago—and now we come knocking at your door again.

Please don't think us offensively persistent.⁴⁰ Your credit is as good as gold. But we want to know that *Story Book* is giving you genuine satisfaction⁶⁰—that you are a pleased member of our family circle—and your payment will be one good way of telling us.

If⁸⁰ by any chance or for any reason it should be inconvenient for you to send right away the \$4.00¹⁰⁰ for your renewal, won't you please sign and mail the enclosed post card? This will show us that you wish to continue to¹²⁰ receive *Story Book* and will inform us when we may expect the payment on your renewal.

Very sincerely yours, (140)

Mr. Ava Bass
340 Twelfth Street
Huntington, West Virginia
Dear Sir:

You have often heard the²⁰ old proverb, "A Stitch in Time Saves Nine." Probably you have never thought that you might save your son's grade. Why not make it⁴⁰ easier for him to get his lessons? Why not help him make a better grade in school?

There is a new easy way to get⁶⁰ lessons. Buy a Britannica Reference Shelf. Your child will be able to get his homework in a few minutes⁸⁰ instead of a few hours.

We are making a great offer, which lasts only ten days. You can buy this set for only¹⁰⁰ \$88.00.

Send us your order today.

Very truly yours, (113)

Miss Virginia Daley
112 Willow Street
New Haven, Connecticut
Respected Friend:

We are sending²⁰ to you by today's parcel post one of our catalogs and trust you will find what you desire listed in same, if⁴⁰ not, kindly let us know just what you have in mind and we would be pleased to submit samples or quote you the current⁶⁰ lowest wholesale prices.

Thank you sincerely for the inquiry.

Yours very respectfully, (76)

Justice of the Peace
Barnesville, Ohio
Dear Sir:

We have a number of accounts in Barnesville and St. Clairsville that²⁰ we have been unable to collect.

Will you please inform us if you will assist us in making these collections⁴⁰ and what procedure is necessary.

Very truly yours, (51)

Two Office Girls

By ERMA SCHEUERMANN

Head of Department of Commerce, High School,
Garner, Iowa

(Annotated for use after Chapter Eight of the Manual)

Mary was our office girl
Whose thoughts were in a constant whirl.
Her eyes were always on the clock.
At extra work she'd²⁰ surely balk,

Esterbrook

ANNOUNCES

A National Shorthand Contest

**FREE ESTERBROOK FOUNTAIN PEN
with the OFFICIAL GREGG POINT!**

To the teacher of each group of 15 or more entering this contest.

This nation-wide contest is designed to increase student interest in better shorthand through improved penmanship.

Enter your classes in this contest. It costs absolutely nothing and the rules are simple. Each teacher entering a student group of 15 or more will receive free an Esterbrook Fountain Pen with the Official Gregg Point. Three beautiful silver cups representing the National Championship will be awarded to the teachers of the groups having the finest papers submitted by classes from public, private, and parochial schools. All students submitting outstanding papers will receive Meritorious Award Certificates.

Enter your classes today.

. . MAIL THIS COUPON NOW . .

ESTERBROOK PEN CO., Camden, N. J.

Please send me the entry blank and rules for your ESTERBROOK PEN Shorthand Contest together with — copies of contest material for my students. This material is to be sent without charge or obligation.

NAME _____

SCHOOL _____

ADDRESS _____

Free Esterbrook Fountain Pen will be forwarded with this contest material where 15 or more students are to compete.

When returning this entry blank please mention the Business Education World.



For on the very stroke of five
She'd make a sudden, hasty dive
To get her wraps from yonder rack,
And¹⁹ never thought of coming back
Till after nine on the clock next day,
No matter what the boss would say.
She always talked⁸⁰ of "last night's dance"
Or latest frocks from Paris, France.
She dressed in gaudy, tasteless styles
While others cast disgusted smiles.⁸⁰
Poor Mary counted not the cost
Until the day her job was lost.

And now Miss Betty's in her place.
She is a girl¹⁰⁰ of poise and grace.
She comes each morning with a smile,
And makes us feel our life's *worth while*.
She never comes a minute late.¹²⁰
It seems she can appreciate
That her employer buys her time.
A wasted minute's worth a dime.
And all her work¹⁴⁰ is done, you see,
With utmost speed and accuracy.
"That girl's a wonder," says the boss.
And Betty's gain is Mary's loss.¹⁶⁰
Now stenogs gay, hear ye today
This story sad and true.
And will you all, both great and small,
Resolve your best to do?¹⁸⁰
Let all heads bow, and take a vow
To ever strive to be
Of Betty's type, Not Mary's type
Until Eternity. (200)

The Use of the Margin

Excerpts from a Volume of This Title

By EDWARD HOWARD GRIGGS

If you have ten hours a day to spend as you please, you may perhaps afford to waste an hour of it—perhaps; but if²⁰ you have only half an hour each day at your own free disposal, that half-hour becomes a sacred opportunity⁴⁰ of life, the chance to change the quality of your existence, to multiply the capital on which you are⁶⁰ doing business in the vocation of living. And yet there are people foolish enough to talk of doing something⁸⁰ to "pass the time," or—wickedly—even to "kill time"! Think of it: carelessly abandoning or wilfully¹⁰⁰ murdering one's own potential life!

No, the river of time sweeps on with regular, remorseless current. There are¹²⁰ hours when we would give all we possess if we could but check the flow of its waters, there are other hours when we long¹⁴⁰ to speed them more rapidly; but desire and effort alike are futile. Whether we work or sleep, are earnest or¹⁶⁰ idle, rejoice or moan in agony; the river of time flows on with the same resistless flood; and *it is only¹⁸⁰ while the water of the river of time flows over the mill-wheel of today's life that we can utilize it.*²⁰⁰ Once it is past, it is in the great, unreturning

sea of eternity. Other opportunities will come,²²⁰ other waters will flow; but that which has slipped by unused is lost utterly and will return not again.

I have²⁴⁰ yet to see a student suffer merely from too much work, while one often sees students so alarmed by some anaemic²⁶⁰ medical adviser that they never dare to work to the limit of their power; and yet all work below that²⁸⁰ level does not educate us as it might. If one could die of overwork it would not be the most inglorious³⁰⁰ of ends. I, for one, would far rather die of overwork than be scared to death. What really harms, however, is³²⁰ not work, but work mixed up with insane physical habits or work with worry. Worry is always one of two things:³⁴⁰ it is idiocy or insanity. You may take your choice, there is no third. Worry depresses the physical³⁶⁰ vitality, destroys courage, dims the vision of the ideal, weakens the will, stands in the way of realizing³⁸⁰ anything worth while; and the human being who hopes to accomplish something will get worry under his⁴⁰⁰ feet at the earliest possible moment. Work, on the other hand, good, honest, hard work, when in right relation,⁴²⁰ builds vitality and gives increased power.

The difficulty is not that people work too much, but that they fail⁴⁴⁰ to apply the great open secrets of wonderful accomplishment in work. It is noteworthy that all the great⁴⁶⁰ secrets of human life are open secrets: everyone knows them; men of genius apply them. For⁴⁸⁰ example: everyone knows it is impossible to think without fresh air; and yet it is only within twenty⁵⁰⁰ or thirty years that we have been building our school-houses with reference to ventilation. We used, in cold⁵²⁰ weather, to close doors and windows and heap up a big fire in the stove, and then, when the children became drowsy or⁵⁴⁰ stupid, we whipped them—surely not a very logical method of developing intelligence! The difficulty⁵⁶⁰ was less lack of knowledge than failure to apply what everyone knew. So it is with all the great problems⁵⁸⁰ of human life.

What are the open secrets of wonderful accomplishment in work that men such as Leonardo⁶⁰⁰ da Vinci and Goethe peculiarly understood and applied? Consider what either of those⁶²⁰ myriad-minded men accomplished. Leonardo we think of as a painter: accidentally he was so. In⁶⁴⁰ his time painting was the great avenue of expression, and men of genius were naturally drawn into⁶⁶⁰ it. Really, Leonardo was a scientist: he cared to trace nature to her lair, to discover her at work⁶⁸⁰ in her own laboratory. We are told he would follow a grotesque or ugly face for miles—as far as he⁷⁰⁰ would a beautiful one. Once he had caught its secret, drawn it, he was careless of making a picture, of leaving⁷²⁰ behind a finished work of art. He was, further, a philosopher; he wrote treatises on drawing and painting;⁷⁴⁰ invented a new method of writing; taught a generation of artists; invented musical instruments⁷⁶⁰ and played wonderfully upon them; carried out great engineering works; was the friend and counsellor of princes⁷⁸⁰ and statesmen; wrote masques for the Court at Milan; superintended their production. Leonardo, like Goethe, did⁸⁰⁰ enough in any one of

half-a-dozen fields to justify his place in the world as a man of genius.⁸²⁰ How did he achieve it all in one brief lifetime?

There are, I believe, two great open secrets that explain the⁸⁴⁰ achievement of men such as Leonardo and Goethe. The first is so simple you may be surprised when I state it:⁸⁶⁰ it is—concentration—putting all the mind you have on the task in hand while you do it, and when that is no longer⁸⁸⁰ possible, turning to something else. I suppose everyone imagines he understands this: try it, the⁹⁰⁰ next book you read—not the next mass of printed pages, but the next book seriously challenging your thought. If you⁹²⁰ have not practised recently the art of conscious concentration, you will perhaps find that five or ten minutes is⁹⁴⁰ as long as you can hold your mind intensively and actively on the task in hand. Stop then, and go out for a⁹⁶⁰ walk; return and try again. In a month you will have multiplied the time you can work in that intense fashion. In⁹⁸⁰ a year, you have changed the quality of your intellectual life, which is as good as multiplying the¹⁰⁰⁰ quantity. To live with twice the significance is worth at least as much as living twice as long.

One ought never to¹⁰²⁰ read merely passively, unless the purpose be to respond to artistic beauty. Where knowledge and ideas are¹⁰⁴⁰ the end in view it is absurd to read every word on every page. Suppose, for example, one takes up¹⁰⁶⁰ what is to one a new field of reading: let me say Sociology. The first book one takes up must be read through¹⁰⁸⁰ word for word. The second, however, repeats in facts and ideas a considerable portion of the first; and¹¹⁰⁰ when a dozen books have been mastered, the next contains comparatively little that has not already been learned.¹¹²⁰ To read that next volume as the first in the field was read is simply to waste human life. One must learn to read¹¹⁴⁰ actively, to see at a glance what a page contains that one does not already know, to divine from index, preface,¹¹⁶⁰ and table of contents what a volume contains that is worth study. (1172)

Funny Stories

As She Pictured Him

"And were you little once like I am, grandpa?"

"Of course."

"You must have been a scream with those glasses and long whiskers." (19)

Much Too Much

Doctor: Did you follow my advice and drink hot water one hour before breakfast?

His Patient: I did my best, but²⁰ I couldn't keep it up more than ten minutes, doctor. (29)

Har! Har!

White: They stole the clock right out of this room with that dog lying there and making no attempt to stop them!

Brown: Well, what²⁰ of it? He is a watchdog. (25)

Impossible!

Young Husband: It seems to me, my dear, that there is something wrong with this cake.

Bride (triumphantly): That shows how much you²⁰ know about it. The cook book says it is perfectly delicious. (31)

Bright Boy

Manager (to boy seeking employment): Weren't you here two weeks ago, and didn't I tell you then that I wanted²⁰ an older boy?

Boy: Yes sir. That's why I've come back. (29)

Haven't We All?

"A scientist has discovered that singing warms the blood."

"Probably right. I have heard singing that made my blood boil." (20)

Playing Safe

Smith: What's the idea of the suitcase—going away?

Gray: No, I heard there's going to be a rummage sale in the²⁰ school, and I'm taking my best clothes down to the office until it's over. (33)

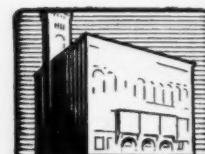
Conclusive Evidence

Magistrate: Did you, or did you not, strike the policeman?

Prisoner: The answer is in the infirmary. (19)

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